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Southern Pacific

SIERRA EDUCATIONAL NEWS

Official Publication of California Teachers Association
155 Sansome Street, San Francisco

John A. Sexson.....President
Roy W. Cloud.....State Executive Secretary
Vaughan MacCaughey, Editor

Volume 31



MARCH, 1935

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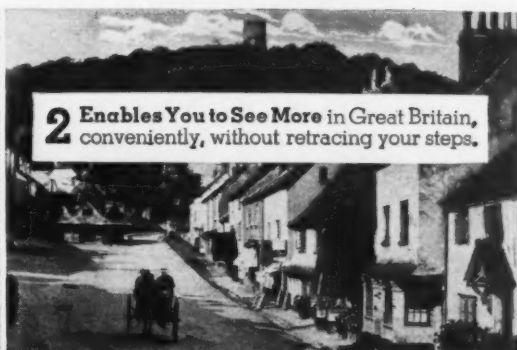
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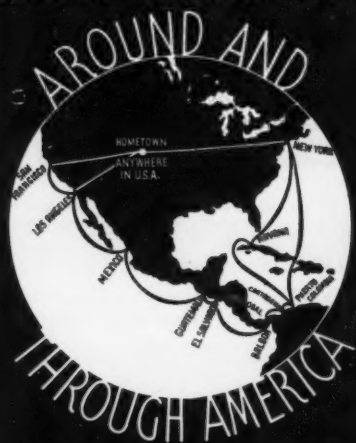
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TRAVEL SECTION

My Trip Around the World

ANNA M. MULLEN, *Continuation School, San Francisco*

AFTER spending a summer in Honolulu and the Orient, going as far as Manila, and another summer making a trip through the Panama Canal to New York, as the vacation approached last summer I again began to have the wanderlust. So I decided to complete the trip Round the World, since I had already gone almost half-way round it. I was granted a leave of absence from the San Francisco School Department, and sailed from Los Angeles, June 16, 1934, on the palatial President Coolidge bound for the Orient.

The first stop was Honolulu, paradise of the Pacific, with its streets shaded by the royal poincianas, pink and yellow shower trees; the famous Diamond Head, a guide post of the Pacific; the Pali with its glorious view of the pineapple plantations; and the popular Waikiki Beach, where the surf-riding gives a thrill not to be forgotten.

On June 29 our ship reached Yokohama, the first port in the Orient. As soon as you step off the ship you step into a ricksha. What a thrill the first ricksha ride gives you! The dainty Japanese women dressed in colorful kimonas and obis, with their wooden clogs making a constant click-clack on street or pavement, also impress you as you jog along in your ricksha. Many Japanese men wear modern American clothes, but some prefer their native costumes.

As you ride farther along you reach the Grand Hotel which is modern. Then comes the shopping district where you can purchase a variety of Japanese products: silks, and embroideries, beads, colored prints, curios, and kimonas. Kamakura, associated with the great Bronze Buddah, can be reached by auto in an hour and a half. We left the ship at Yokohama and took an electric train to Tokyo, 18 miles away, remained over night

at the beautiful Imperial Hotel and then proceeded the next morning by train to Kyoto, the old capital, and the shopper's paradise. Here art and craftsmanship are at their best and there is a wonderful display of everything the Japanese produce. The numerous temples here are well worth visiting. From Kyoto we entrained to Kobe, the next port, to meet our ship which reached here by this time.

We continued our cruise to Shanghai, arriving July 2, and I disembarked from the President Coolidge.

Shanghai, known as the Paris of the Orient, is made up of the Foreign Concessions and the Old Walled City. The one is a modern up-to-date city with fine streets, splendid buildings and large commercial houses. Here are the banks, clubs, hotels, parks and gardens. The other part is the Old Walled City where everything is typically Chinese—narrow streets, tiny shops, congested population, extreme poverty, but it is all fascinating beyond words and well worth a visit. Shanghai is a splendid place to buy silks, laces and embroideries.

On July 5, I left for a trip overland to Peiping, a Mecca for world travelers and a place where everyone wishes to stay as long as possible. Nothing along the whole overland route compares in interest with this mysterious old capital of the Middle Kingdom. The Forbidden City, now open, the winter palace, the summer palace, the Temple of Heaven, and a trip to see the Great Wall, fill the days with a thousand pleasures.

Rickshas in Peiping are numerous and popular with the natives as well as the tourists, as there are very few automobiles in this city. I had a ricksha and Chinese boy call for me daily. When I left I surely missed my little "chauffeur." Peiping is a fine place to shop.



Sikh policeman; the man about town in Shanghai



Shanghai's skyline resembles Long Beach, but with an Oriental atmosphere

Here one can buy jade, amber, cloisonne, silk mandarin coats, kimonoes, carved ivory, teakwood, rugs, curios, and furniture, at reasonable prices.

I returned to Shanghai for the President Van Buren, which left July 17. From Shanghai our ship sailed southward to the British colony of Hong Kong, situated on an island. The city rises in steep terraces to the "peak" 1800 feet high. A 24-mile drive around the island, visiting the botanical garden, Queen's Road, Repulse Bay and its famous hotel, in addition to shopping, kept us busy the day the ship was in port.

Manila was our next stop. This city presents a unique combination of Spanish, Malayan and American influence. The old Spanish City, surrounded by a wall two-and-a-half miles long, with its churches, shops, and factories is most interesting. Here you can purchase the hand-embroidered voile dresses and blouses so popular in the tropics, also the Manila straw hats. The modern city with its wide boulevards, beautiful homes and gardens, fine schools, university, hotels, post-office, banks, and office buildings, is much like our own American cities.

Our ship sailed from here to Singapore, cross-roads of world commerce. Approximately 250 miles of excellent roads on the

Island of Singapore make it possible to take numerous interesting and beautiful drives. The large rubber estates and the coconut plantations may be seen along these drives. Our ship stopped here three days. There was plenty of time to visit the native shops, where Malay silver, Chinese and Japanese silk, embroideries, laces and carvings can be purchased at moderate prices. We also had an opportunity to study these interesting Malay people first hand.

Penang, an island off the west coast of the Malay Peninsula, was our next stop. There is a scenic drive around this island and a botanical garden, which has a wonderful variety of trees, shrubs and flowers. Here also great numbers of monkeys can

be seen roaming around. They are very tame.

OUR ship left Penang for Colombo, the world's market for gems. As we landed at the main jetty the first thing to attract our attention in the shop windows was the marvelous assortment of emeralds, sapphires, rubies, zircons, amethysts and garnets on display. We visited the ancient city of Kandy, the capital of Ceylon, 75 miles away, and the Royal Botanical Gardens a few miles outside of this city and regarded as among the finest in the world. It is a government enterprise designed to aid in



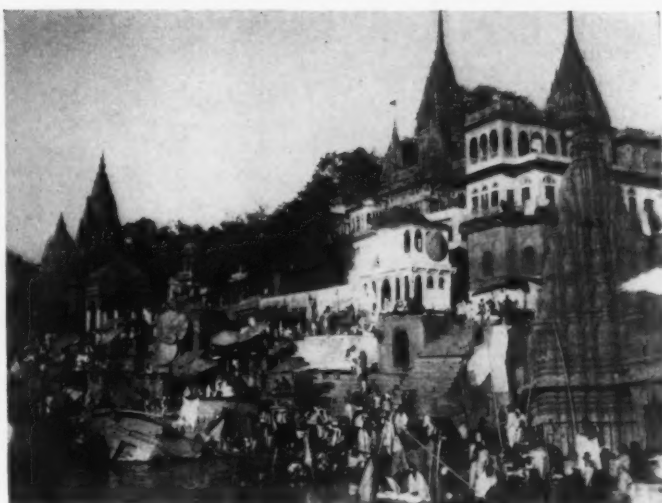
Rickshas are ever-present in the Orient

the economic development of the island. Laboratories and experimental stations complete the equipment where plants, native and foreign, are studied for the public good. Here also may be found the complete flora of Ceylon. Of special interest is the spice collection, including nutmeg trees, cloves, cinnamon, all-spice, vanilla and ginger.

The scenery en route was most picturesque. We observed the natives in their colorful costumes with their bullock-carts carrying their wares, and elephants by the roadside or at play bathing in the rivers. We also visited Lipton's tea factory, all of which made our day at Colombo most interesting.

Our next stop was Bombay, the Gateway of India. A drive up the Malabar Hills and the Hanging Gardens helps one to appreciate the magnificent harbor. A visit to the bazaars, in which were displayed beautiful Persian rugs, hand-engraved and enameled brasses, embroideries, table covers, shawls, and the popular India prints, enabled us to while away a pleasant and instructive hour. Our ship stopped at this port two days.

WE then had a delightful ten-day cruise on the Arabian and Red seas, to Suez. Here I left the ship with a number of passengers for Cairo. It takes three hours by auto



Bathing ghats on the Ganges River, Benares, India

over the Sahara Desert to make this trip. The modern city of Cairo is an up-to-date British city. The native quarter, with its narrow, crooked streets lined with bazaars and shops, well stocked with silks, tapestries, jewelry and perfumes, was most interesting; so also were the natives dressed in their varied costumes. A trip to the Pyramids and Sphinx on camels was arranged for the afternoon. I cannot say that I enjoyed the camel ride. However, it is an experience I shall long remember. A delightful moonlight ride on the Nile ended our first day in Cairo. The following morning we visited the Egyptian Museum which contains Egyptian and Greek monuments of great antiquity. Tut-Ankh-Amen's objects are displayed here.

We left Cairo by afternoon train for Alexandria, from which port we sailed at midnight across the beautiful blue Mediterranean for Naples. We arrived here on August 25, after having had a most enjoyable and interesting five weeks cruise on the President Van Buren through the fascinating Far East. The weather during this part of the trip was warm but not uncomfortable for the tropics at this time of the year. No one suffered any discomfort nor did the heat affect anyone to the extent of having to forego any of the delicious meals that were served on this ship. I left the President



We visit the Sphinx and the Great Pyramids



Main Street in a native village, Colombo, Island of Ceylon

Van Buren at Naples for a stopover of 18 days, and, while the ships are docked at this point, joined the other passengers in the popular all-day trip to Pompeii. Pompeii is extremely interesting. The route along the Italian Riviera is picturesque. After sight-seeing in Naples the following day, I then left by train for Rome, where I spent two interesting days. Then I continued to Florence, the art center of Europe, and Venice with its gondolas and Grand Canal. Riding in gondolas in Venice was just as thrilling as riding in rickshas in the Orient.

Since I was destined for Oberammergau to see the Passion Play, I took a train from Venice over the picturesque Dolomite Alps to Innsbruck. After a day's sight-seeing in this quaint Austrian city, I traveled by motor car via the picturesque Seefeld, Mittenwald, Garnisch, Partenkirkchev route to Oberammergau. The Passion Play certainly was a glorious spectacle and most impressive. From Oberammergau, I took a train to Munich and while there, had time for sight-seeing and for a visit to the renowned scientific museum. From Munich I traveled

all day by train through southern Germany and northern France to Paris. Here I had four days in which to visit this beautiful city with its grand boulevards, attractive parks, fine shops, and famous art galleries.

I left for Marseilles by night train and arrived there early the following morning. After breakfast, I took the world-famous Corniche Drive which winds up 1200 feet over the mountains, giving superb views of the shore-line and the rocky slopes set with beautiful villas, old castles and native villages. Then on to Cannes and Nice where I remained over night. The following morning I continued the tour along the beautiful French Riviera Drive as far as Mentone and then returned to Nice by the lower road, visiting Monte Carlo and the famous Casino.

The next afternoon I left Nice by train for Marseilles to embark on the President Garfield on September 12 for New York. I felt quite at home on this ship as on it, three years previous, I had taken my first cruise on the Pacific as far as Honolulu. Besides, it was certainly rest-

ful to be back again on the beautiful blue Mediterranean after my strenuous European trip. In a few days we passed Gibraltar, then we had a delightful cruise along the smooth belt of the Atlantic Ocean to New York where we arrived on September 24.

Whether the Round the World Trip is made in three summer vacations with an extension of two months on the latter as I made it, or all in one trip, it is not expensive if you travel independently and join a congenial group of the interesting world travelers you meet on these ships to share the expense of the shore excursions. If you wish to be relieved of handling foreign exchange and planning your sight-seeing trips you can make arrangements beforehand.

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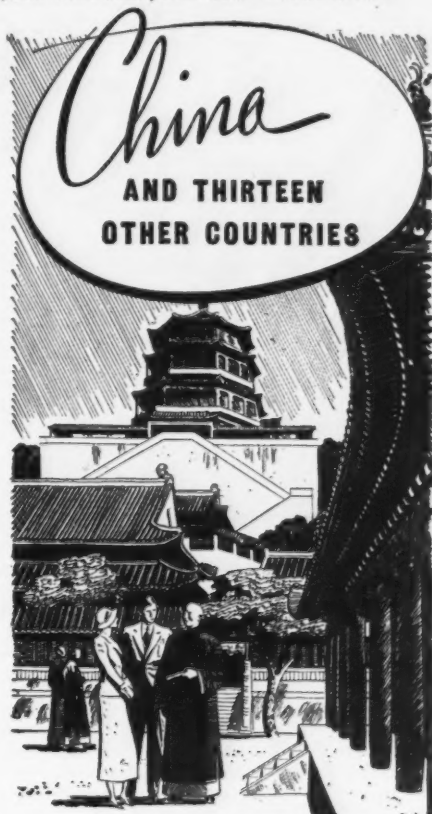
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SIERRA EDUCATIONAL NEWS

MARCH 1935 • VOLUME 31 • NUMBER 3

President Sexson on Legislation

JOHN A. SEXSON, *President, California Teachers Association*
Superintendent of Schools, Pasadena

THE Legislature must soon proceed to find definite solutions for the many problems that confront the people of California. As they struggle with these problems, they deserve the co-operation of every good citizen for they are in a very real sense dealing with our problems, and representing us in the effort we must all make to insure the security of our State and the welfare of ourselves and of our neighbors. Teachers will want to do their part—to share in the responsibility and in the sacrifices needful during the emergency. Surely, thoughtful people will recognize the common interests that bind our people together, and will interpret this disposition of teachers and educational leaders to aid with our common problems as a natural and necessary response.

The biennial hue and cry about the teachers lobby at Sacramento is again current. That this propaganda does not do serious harm to the cause of public education is due to the fact that the legislators themselves, and most thoughtful citizens who know teachers personally, recognize the absurdity of such charges. Teachers have done what they could to promote the interests of public education in California and in America. They have been, and are, professionally obligated to do this. They have, as workers rendering a distinct service for which they are clearly entitled to fair compensation, urged their claims for adequate salaries. They have, as a necessary prerogative of efficient teaching, of serviceable teaching, defended the principle of tenure. For these activities they do not deserve the stigma implied in the accusation that they maintain a powerful and efficient lobby devoted to interfering with the orderly processes of legislation or the diversion to the schools of money in excess of the amount essential for their adequate support.

So far as taxes are concerned, teachers, in common with other socially-minded people, believe that taxes should be equitably borne, that they should be levied in accordance with ability to pay, and that they should be disbursed to those governmental services most essential to the safety, welfare and happiness of all the people. They have no interest in systems of taxation or sources of revenue other than the considerations above named. When a state income tax was proposed, teachers supported it as a just and equitable tax despite the fact that it would cover their salaries.

Let us keep our record clean. Let us see that we continue to merit the respect and confidence of our fellow citizens. Under no circumstances, should we stoop to any method or any procedure at Sacramento, or elsewhere, that is not wholly consistent with good citizenship and good democratic procedure. At the same time, let us re-dedicate ourselves to the service of our children, to the cause of public education, and to the security, the welfare, and the happiness of this great nation. We recognize the blessings of liberty, the value of freedom, and we know, too, that the wise founders of this nation

when they entrusted these priceless heritages to the American people safeguarded them by establishing a system of public education that would enable these same people to preserve and protect them through intelligent participation in public affairs. It is right, and we propose, that our citizens shall know of all legislative proposals affecting their schools, their children, or public education. We propose, further, that our legislators shall know the minds and the purposes of our citizens with respect to these issues. We thus serve no selfish cause, we thus identify ourselves with no special interest—we discharge only that service to our profession we are pledged to render. A true teacher can do no less.

The New World

A record of recent programs

WEKKLY broadcasts NBC Western States Network, over KPO, Mondays 9:30-10 a. m., California Teachers Association in co-operation with National Broadcasting Company. Programs directed by Arthur S. Garbett, Director of Education, Western Division, National Broadcasting Company, assisted by New World Ensemble, under direction of Louis Ford.

December 24 — Christmas Greetings to the Schools of the State. Ada York, San Diego County Superintendent of Schools, over KECA, Los Angeles. Frances Wilsinski.

December 31 — Spanish Christmas and New Year Celebrations. Program prepared by Mary Eleanor Peters, San Mateo Junior College. Beatrice Albitrio, Oakland Technical High School. Hortense White, graduate student, University of California. Girl sextette, Oakland Technical High School, under direction of Sylvia Garrison.

January 7—The Outlook for Education. Mrs. C. H. Turner, Redondo Beach, President California Congress Parents and Teachers. Lucille Brandon.

January 14—Education in Federal Shelter Camps. Ellis G. Rhode, Supervisor of Education, Federal Relief and Shelter Camps.

January 21—Continuation Education in our Rural Schools. T. S. MacQuiddy, Superintendent of Schools, Watsonville.

January 28—Message from Oregon. E. F. Carleton, secretary, Oregon State Teachers Association, Portland; over KGW.

February 4—High School Education a generation ago and today. Dr. George A. Rice, principal, University High School, Oakland.

February 11—German in high schools and universities. Dr. B. Q. Morgan, head of the German Department, Stanford University; Dr. Kurt F. Reinhardt, associate professor of German, Stanford University.

February 18—Washington's Birthday. Dr. John C. Almack, Professor of Education, Stanford University.

* * *

Ellen Lake Austin, director, Horace Mann Auditorium, Glendale, is author of "The School Playhouse, a Group of Plays for Children," published by Bruce Humphries.

Digest of Educational Legislation

1935 CALIFORNIA LEGISLATURE

PREFACE

ROY W. CLOUD

SUBMITTED herewith is a list of the educational proposals which were introduced in the first session of the California Legislature. They have been digested in as simple a manner as possible. The general idea of each, however, has been set forth. set forth.

Study groups have considered a number of these proposals, a few have been endorsed, several will be opposed by the educational forces of the State. Others have been referred to the State Department of Education for clarification.

It is the earnest desire of California Teachers Association that the members of this organization study this digest, in order that an understanding of the bills may be secured.

If any member wishes to have more detailed information, a letter to California Teachers Association, 155 Sansome Street, San Francisco, will receive immediate attention.

The legislative letters which we have sent may perhaps bring additional information or advice.

SENATE

S. C. A. 2 McCormack. This is not a school proposal. It may be of interest, however, because of the fact that it seeks to change the years of residence for California before voting, from one to three years.

S. C. A. 3 Swing. Proposes to limit all fixed charges to present tax revenues. Senator Swing has asked that this bill be killed in committee.

S. C. A. 6 McGovern. Is not a school measure but may be of interest in that it seeks to have a unicameral legislature with all legislative power vested in one house to be called the Senate and to be composed of 100 members.

S. C. A. 15 McGuinness. A resolution to propose to the people of the State of California an amendment to the Constitution of the State by amending Section 18 of Article XI thereof, relating to the incurring of indebtedness by political subdivisions.

S. C. A. 19 Fletcher. A resolution to propose to the people of the State of California, an amendment to the Constitution of said State by repealing section 13 $\frac{1}{4}$ of Article XIII thereof, relating to bonds exempt from taxation. If this amendment should carry, school bonds and other bonds which are now tax exempt would be taxed the same as any other kind of property.

S. C. R. 15 McGovern. Provides that the 28th day of September of each year shall be set aside as "Cabrillo Day," celebrating the anniversary of the discovery of California by Juan Rodriguez Cabrillo.

S. B. 13 Schottky. Provides for a personal income tax of one-third of the amount that would have been payable to the United States under the provisions of the Federal Revenue Act of 1934 upon such a taxable net income. This income tax will be applied to teachers whose income is large enough to bring them within the tax-paying group.

S. B. 30 Hays, Deuel and Williams. Sets up unemployment reserves.

S. B. 53 Garrison. Empowers the governing board of any junior college district to construct

and maintain dormitories and fix the rate to be charged pupils for quarters furnished therein.

S. B. 55 Garrison. Every motor vehicle manufactured after January 1, 1936, and operated on the highway must have safety or shatter resisting type of glass at the windshields, windows, and doors.

S. B. 67 Slater. This bill provides that if the amount received by the State Treasurer shall not be sufficient to give the \$100 per year per pupil as provided in the Code for junior college support, the State Controller shall transfer any additional amount necessary to provide \$100 per unit.

S. B. 72 Young, et al (To Com. on Univ. and T. C.). An act to amend Sections 5.1, 5.2, 5.20, 5.21, 5.23, 5.25, 5.26, 5.27, 5.40, 5.44, 5.60, 5.61, 5.62, 5.63, 5.70, 5.80, 5.84, 5.86, 5.87, 5.88, 5.89, 5.90, 5.91, 5.92, 5.93, 5.94, 5.100, 5.101, 5.102, 5.103, 5.104, 5.105, 5.110, and 5.112 of the School Code, and to repeal Section 5.10. Takes the word teacher from the names of the various state teachers colleges. Same as S. B. 286 and A. B. 174.

S. B. 74 Reindollar. Provides for a fee of \$600 for non-resident students of the State Nautical school ship.

S. B. 75 Reindollar. This is a deficiency appropriation for the support of the California Nautical School for the coming biennium.

S. B. 93 Reindollar. Fixes the fee for resident students on the nautical ship at \$300 per year.

S. B. 99 Knowland. An act to amend Sections 4.161 and 4.221 and 4.222 of the School Code. Changes the amount to be set apart as an unapportioned school fund from 5% to "the total amount so estimated shall be subject to the approval of the Superintendent of Public Instruction."

S. B. 102 Difani. Authorizes a commission to spend relief funds for the employment and operation of self-help artists co-operatives, and to make an appropriation for its support.

S. B. 109 Difani. Creates a Commemoration Commission to organize and supervise a State Cultural Art Association. Schools and colleges are allowed membership in this organization.

S. B. 124 Jespersen (without reference to committee). A validation act for bonds of school districts. Signed by Governor.

S. B. 133 Garrison (to Com. on Univ. and T. C.). An act adding a Section 3.401 to the School Code. Requires a tuition fee to be fixed by the junior college board of any junior college student who has been a resident for less than one year last preceding the date of his enrollment. **Disapproved.**

S. B. 176 Seawell. Validates bonds for school districts.

S. B. 177 Seawell. Validates boundary of high school districts and junior college districts.

S. B. 178 Seawell. Legalizes refunding bonds.

S. B. 179 Seawell. Validates organization of school districts.

S. B. 203 Parkman. Provides that school bond elections must be held at the same time as general elections, and provides that governing boards of the school districts shall print and mail with sample ballots, arguments for and against the propositions to be voted upon. It further provides that the total amount of bonds issued shall not exceed 3% of the taxable property of the district, for elementary or high school purposes, and 1% in the case of junior colleges. Same as A. B. 72; also see A. B. 1119. **Disapproved.**

S. B. 209 Pierovich (Committee on Revenue and Taxation). Provides persons operating motor vehicles licensed under the provision of the Motor Vehicle Act shall be entitled to a refund of all taxes paid on all motor vehicles the operation of which did not yield an amount in excess of \$500 annually in gross receipts.

S. B. 230 Difani. Provides for the inclusion of Indian reservations of the United States in elementary school districts.

S. B. 231 Difani. Pertains to registration of Indian children in public schools.

S. B. 234 Difani. Provides that a school district may purchase water from a mutual water company without being a holder of water company bonds.

S. B. 235 Difani. Provides that any private water association which delivers water to a school district shall not be declared a public utility.

S. B. 245 Slater. Repeals Sections 3.284 and 3.285 of the School Code which permit high

schools to pay expenses to elementary school districts for certain services.

S. B. 260 Garrison. Amends various Sections of the School Code beginning with 2.870 and ending with 2.1199 pertaining to the election of school trustees. The main feature of the bill is the increasing number of trustees in a district having high school valuation of \$20,000,000 or more and 1000 or more pupils in average daily attendance. In such district there shall be a board of five instead of a board of three members. Same as A. B. 560. Referred to joint committee of trustees and C. T. A.

S. B. 286 Scollan and Fletcher. Provides that the word teacher shall be dropped from the name of the state teachers colleges. Same as S. B. 72 and A. B. 174.

S. B. 295 Fletcher. Sets the age at which children may be employed. It increases the age from 10 to 12 for boys who may be allowed to peddle, or sell newspapers, etc.

S. B. 300. Is the State Budget Bill and is the same as A. B. 700.

S. B. 303 Crittenden. Provides for appropriation of vocational education funds received from the United States Government.

S. B. 308 Garrison. Adds a new section to the School Code numbered 3.232 and outlines method by which junior high school may be established.

S. B. 326 Mixter. Is the regular budget bill. Its provisions protect schools in their right of budgetary proceeding.

S. B. 376 Deuel. An act to repeal Article II of Chapter 2 of Part II of Division III of the School Code and to add to Chapter 2 of Part II of Division III of the School Code a new article to be known as Article II. Allows contracts between State teachers colleges and elementary school districts for the education of elementary school pupils.

S. B. 379 Mixter. Where pupils are transported to public schools by private conveyances, and the transportation charges do not exceed \$30 per month, the State license fee shall not be charged the owners of such vehicles.

S. B. 416 Keough. An act relating to and providing for a moratorium with respect to forfeitures of State school lands as provided for in Section 3513 of the Political Code.

S. B. 427 Sharkey. An act to amend Section 4.360 of the School Code. Provides for undistributed reserve to be used in emergency in addition to the regular school budget.

S. B. 438 Swing. This is the 5% limitation bill and provides that any district desiring to levy a tax rate in excess of the 5% limitation must submit its request for such excess rate to the State Board of Equalization at least thirty days from the time fixed for setting county tax rates.

S. B. 442 Crittenden. An act to amend Section 653 of the Civil Code and to add four new sections thereto to be numbered Sections 652.1, 652.2, 652.3, and 652.4, all relating to the consolidation and government of the colleges and institutions of higher education.

S. B. 443 Edward. Adds a new section to the Political Code numbered 3720. Provides that no levy or assessment of taxes may be made by any newly formed district unless on or before the first of January of the year in which the taxes will be levied, a description and a map of the new district have been filed with the State Board of Equalization and the county assessor.

S. B. 467 King. Amends Sections 2.411, 2.418, and 2.419 of the School Code. Provides for procedure and election in the disincorporation of a high school district.

S. B. 504 Scollan. Provides for state departmental budgets.

S. B. 542 Hays and S. B. 543 Hays. Is the same as A. B. 1205, and A. B. 1206 by Waters. Are the proposals emanating from the committee on study of unification of school districts and provides for appointment of survey commissions, elections and other matters relating to unification of school districts.

S. B. 547 Biggar. Adds two new sections to the School Code, Sections 4.767-1 and 4.925. Provides that in the computing of average daily attendance, any number of days not to exceed ten may be eliminated from the annual report if, because of excessive weather conditions, the average daily attendance during the said days was more than 20% below the average of the balance of the year; provided, however, that such deduction of ten days must not bring the number of days in which school was maintained under 170. See A. B. 528.

S. B. 556 Young. Amends Section 6.2 of the School Code. Relates to insurance of school buildings.

S. B. 558 Powers. Amends Sections 4.161, 4.162, 4.190, 4.220, and 4.221 of the School Code. Changes the amount to be set aside for emergency funds as estimated by the county superintendent of schools.

S. B. 559 Powers. Amends Section 3.331 of the School Code. Changes the law allowing transportation money to parents and provides that no transportation shall be allowed for pupils residing less than two miles from any high school.

S. B. 563 McColl. Adds a new section to the Political Code numbered 3237 which prevents any school board or other public agency from purchasing any secondary materials such as used, junked, or reclaimed metals for use in any building construction.

S. B. 565 Scollan. State departmental budget.

S. B. 567 Garrison. Concerning insurance. This is a skeleton bill.

S. B. 569 McGovern. An act to amend Section 2.802 of the School Code. Provides for a tax levy to care for any judgment against a school district.

S. B. 572 Knowland. An act to add Sections 4060 to 4060.54, inclusive, to the Political Code, and to amend Section 3714 of said Code, relating to the fiscal affairs of counties, cities and counties, and districts, including budgeting, accounting, reporting, and auditing.

S. B. 632 McGovern. Adds two new articles to Part IV, Title II, Chapter V of the Political Code, embracing Sections 4149p to 4149w, inclusive, and amends Sections 4017, 4041.18, and 4041.21 of said Code, and repeals Sections 4041.13, 4041.26, and 4048, relating to central purchasing by counties and school districts, including the appointment, powers and duties of county purchasing agents. **Disapproved.**

S. B. 639 Hays. An act to repeal Sections 4.750 to 4.753, inclusive, of the School Code and to enact in lieu thereof Sections 4.750 to 4.752 covering computation of emergency average daily attendance.

S. B. 652 Jespersen. Changes words "school fund" to "general fund" in Section 4.798.

S. B. 653 Jespersen. Empowers state superintendent of public instruction to accept gifts, donations, bequests to the schools and colleges administered by the Director of Education or the Department of Education.

S. B. 654 Jespersen. Provides for a school district election to levy taxes in excess of amount above the 5% tax limitation.

S. B. 655 Jespersen. Relates to insurance of school buildings and is identical to S. B. 556.

S. B. 656 Jespersen. Skeleton appropriation bill for California Polytechnic School.

S. B. 657 Jespersen. Skeleton appropriation bill for the California Polytechnic School.

S. B. 658 Jespersen. An act to amend Section 3.472 of the School Code, relating to the transportation of teachers of agriculture employed by high school districts and engaged in supervising project work of pupils.

S. B. 663 Jespersen. An act to add a new section to the School Code, to be numbered 1.91, relating to the transportation of pupils in school buses and other motor vehicles.

S. B. 726 Garrison. Provides for a uniform system of accounting in all public schools under a classification according to average daily attendance. The State Board of Education may prescribe that expenditures per pupil shall be uniform throughout the State during each school year. Not more than \$200 per pupil shall be expended in the education of any pupil. **Disapproved.**

S. B. 761 Young. Skeleton bill outlining the subjects to be taught in public schools.

S. B. 770 Scollan. Defining credit unions and incorporation, powers, management and supervision.

S. B. 774 Scollan. An act defining credit unions and providing for their incorporation, powers, management and supervision.

S. B. 775 Powers. Fixes duties of driver of any motor vehicle carrying any school children. It provides that the driver need not stop at a side or spur track unless a railroad train is approaching.

S. B. 797 Garrison. An act to add a new section to the School Code to be numbered 6.53, relating to the duties, powers and liability of governing boards of school districts and mem-

bers thereof in connection with school district buildings.

S. B. 798 Garrison. Relates to the duty of the Division of Architecture when requested to perform services by school trustees.

S. B. 804 McColl. Amends Sections 2.1300 and 2.1302 of the School Code. Provides that Board of Supervisors shall determine the number of meetings which may be held by the county board of education during any school year.

S. B. 814 Scollan. Amends Section 5.190 of the School Code, providing that an osteopathic physician may secure a health and development certificate.

S. B. 816 Olson. Provides for the election of one delegate from each assembly district to a constitutional convention to be held on the first Monday of January, 1936.

S. B. 883 Jespersen. Authorizes the State Board of Education to provide dormitories and other revenue producing improvements at State supported educational institutions.

S. B. 886 Jespersen. Skeleton bill.

S. B. 887 Jespersen. Skeleton.

S. B. 888 Jespersen. Skeleton.

S. B. 950 Difani. Skeleton bill covering county libraries.

S. B. 959 Swing. Skeleton bill relating to department of finance.

S. B. 960 Swing. Skeleton bill relating to the Division of Budgets and Accounts.

S. B. 984 Schollan and Slater. Amends Sections 4.52 and 4.948 of the School Code. Same as A. B. 1079, relating to the support of junior college districts.

S. B. 1050 Bigger. An act to amend Section 3714 of the Political Code, relating to budgets.

S. B. 1063 Hulse. Provides for the revision of the Constitution of this State, including the election of delegates to the convention, the proceedings, powers, duties, and matters incidental to the convention, the submission of the revised constitution to the people and matters incidental thereto, and making an appropriation therefor.

S. B. 1066 Crittenden. Skeleton bill providing for the tuition charges for students at junior colleges.

ASSEMBLY

A. C. A. 2 Patterson. Provides that the office of county superintendent of schools shall no longer be elective and provides further that the county board of education shall have power to appoint the county superintendent, who must be the holder of a school administrator's credential.

A. C. A. 4 Stream. The tax rate for all purposes levied on property shall not exceed $1\frac{1}{2}\%$ of the assessed value and gives to the legislature the right to determine what portion of the tax shall be given to the various departments of government. **Disapproved.**

A. C. A. 19 Patterson. Amends Section 3, Article 9 of the Constitution. Provides that no one shall be eligible for the office of county superintendent of schools except the holder of a valid school administration certificate and a valid teacher's certificate. **Approved.**

A. C. A. 23 Brennan. Not a school measure. This proposal would reduce to eleven the number of counties in California.

A. C. A. 37 Wallace. Proposed amendment to Article XIII of the Constitution by adding Section 5 thereto, relative to exemptions from taxation.

A. C. A. 45 Robertson. Proposed amendment to Article XI of the Constitution, providing that not less than 55% of the qualified registered electors must vote at a bond election to make such election valid. **Disapproved.**

A. C. A. 50 Richie. Proposed amendment to Article IX of the Constitution by adding Section $9\frac{1}{2}$ thereto, relative to University of California.

A. C. A. 55 Maloney. Provides that the present appointive members of the Board of Regents of the University of California, 16 in number, shall no longer be appointed, but shall be elected by the people.

A. C. R. 9 Kallam (To Com. on Ways and Means). Relative to fixed charges.

A. C. R. 16 Heisinger. Provides for the appointing of a committee from the Assembly and the Senate to investigate the use of textbooks in all the public schools of California.

A. J. R. 16 Heisinger. Relates to memorializing the President and Congress to take the necessary steps to institute a thorough investigation of the activities of the school textbooks concerns of the United States in order to determine whether such school textbooks concerns

are operating in conformity to law or are conducting their operations and business in violation of existing laws and restraint of trade.

A. B. 2 Martin (To Com. on Cr. Prob.). An act to add Section 403a to the Penal Code, relating to the display of flags, banners or other devices in aid of activities of a seditious nature.

A. B. 3 Martin. Adds 3.54 to the School Code. No teacher shall advocate the violent overthrow of the government.

A. B. 4 Martin. Requires oath of allegiance of all teachers. Refusal to take oath is grounds for dismissal.

A. B. 7 Martin. Relates to criminal syndicalism.

A. B. 15 Cunningham. Provides for a commission to study consolidation of counties or of specific functions of counties.

A. B. 20 Martin. Makes it a felony to "teach or to advocate" in any educational institution any scheme or plan providing for the overthrow of the existing form of government by violence.

A. B. 31 Patterson. Seeks to establish 30-hour week.

A. B. 41 Redwine. An act to add Sections 403.5 and 403.6 to the Penal Code, making it a felony to teach or encourage refusal to bear arms or to train in their use in defense of the government.

A. B. 56 Martin. Amends Sections 3.42, 3.43. Instructions must be given in all grades of all public schools upon the injurious effects of alcohol and narcotics.

A. B. 57 Chatters. Amends Sections 2.879, 2.880. Governs the method of filing of notice by a candidate for office of school trustee. Provides that all notices of candidacy must be filed with the county superintendent of schools. **Approved.**

A. B. 63 Scudder. Changes the Civic Center Act 6.750 School Code and gives boards of education authority to refuse to allow certain political parties or groups the use of public school buildings. **Approved.**

A. B. 68 Geyer. Disqualifies recalled officer from re-election to same office during term for which he was recalled.

A. B. 72 Wright. Provides new method of bond election procedure. Property owners and non-property owners to vote in different groups. Majority of both groups required for issuance of bonds. Same as S. B. 203; also see A. B. 1119. **Disapproved.**

A. B. 105 Lyon, Redwine, Martin, Turner, Herbert J. Evans, McBride and Field and referred to the Committee on Judiciary. Provides fine or imprisonment or both for any one who interferes with or incites resistance against the orderly conduct of any public educational institution or attempts to organize therein any subversive club or society.

A. B. 106 Lyon, Redwine, Martin, Turner, Herbert J. Evans, McBride and Field, referred to the Committee on Judiciary. Provides: 1. Dismissal of any teacher in any school receiving state support who teaches communism. 2. Prohibits the use of schools for highly controversial meetings.

A. B. 107 Lyon, Redwine, Martin, Turner, Herbert J. Evans, McBride and Field. Defines punishment for communistic activities.

A. B. 108 Lyon, Redwine, Martin, Turner, Herbert J. Evans, McBride and Field, was referred to the Judiciary Committee. Makes it the duty of the sheriffs, the chiefs of police, marshals or other duly appointed police, to investigate the activities of any persons who are suspected of teaching or encouraging the teaching of the overthrow of the government of the United States.

A. B. 109 Lyon, Redwine, Martin, Turner, Herbert J. Evans, McBride and Field, also referred to the Committee on Judiciary. Prevents the use of any school building for communistic propaganda.

A. B. 111 Field. Fixes minimum rates for all legal advertising.

A. B. 114 Chatters. Limits the time in which any claimant may sue a school board for injury sustained upon school premises, and provides that action on claim for damages must be taken within 60 days after filing of claim. **Approved.**

A. B. 115 Chatters. Relates to the liability of officers of school districts for injury and sets forth certain provisions concerning the same. **Approved.**

A. B. 122 Messrs. Hunt, et al. Provides for certain exemptions on sales taxes. These exemptions are on gross receipts from sales for food products and for clothing, when the item does not exceed the sum of \$25.

A. B. 123 Messrs. Heisinger, et al. Provides a tax on natural resources from earth and waters of California.

A. B. 124 Messrs. O'Donnell, et al. Provides rates on taxes on banks, corporations, and public service companies.

A. B. 125 Messrs. McCarthy, et al. Raises the exemptions and rates on inheritance taxes.

A. B. 126 Messrs. Turner, et al. Is a personal income tax.

A. B. 145 Pelletier. Regulates salaries of any public employee previously pensioned by the State or any political subdivision thereof.

A. B. 146 Breed. Amends 6.36 School Code. Relates to moneys to be expended for labor and material for public work from emergency funds. **Approved.**

A. B. 166 Chatters. Increases to \$5000 amount over which Division of Architects have control. Present law fixes amount at \$1000. Provides that alteration or reconstruction shall be on buildings containing rooms used exclusively for instruction and study. **Approved.**

A. B. 174 Minard, Heisinger, Cottrell, Burns, Brennan, Stream, Robertson, Frazier, Anderson and Dawson. Provides that the term "teacher" shall be taken from the title of State Teacher Colleges. See Senate Bill 72.

A. B. 189 Patterson. An act to add a new section to the School Code. It provides that any person employed by the county superintendent of schools to supervise instruction shall be covered by the Workmen's Compensation Insurance and Safety Act of 1917. Cost of premium to be paid from county unapportioned fund. **Approved.**

A. B. 206 Chatters. Exempts owners from license fee if automobiles for hire are engaged exclusively in transporting school children and amount received is less than \$30 per month. Same as S. B. 379 by Mixter. **Approved.**

A. B. 232 Patterson. Amends 2.93 School Code. Provides that no person shall be eligible to hold a position as county superintendent, city superintendent, district superintendent, deputy superintendent, or assistant superintendent of schools unless he is the holder of both a valid school administration certificate and a valid teacher's certificate. **Approved in principle and referred to State Department.**

A. B. 234 Breed. Is an act to create a committee for the co-ordination of state and local governments.

A. B. 237 Heisinger. Provides for a severance tax.

A. B. 257 Lyon. Establishes a bureau for the blind in the department of institutions and provides among other things for the establishment of industrial work-shops in cities, for instruction of the blind and provides for the teaching of handicrafts to the adult blind who are not inmates of the home or work-shop.

A. B. 265 Messrs. Gilbert et al. Relates to division of the deaf in the Department of Industrial Relations.

A. B. 280 Donihue. Old age pension bill (not a school measure).

A. B. 295 Chatters. An act to amend Section 2.251 of the School Code, relating to teachers' attendance reports. **Approved.**

A. B. 297 Anderson. An act to amend Section 5.161 of the School Code. Holder of secondary certificates limited to teaching in secondary school. **Disapproved.**

A. B. 298 Anderson. An act to repeal Section 4.768, relating to reports of attendance in joint elementary school districts. **Approved.**

A. B. 299 Anderson. An act to repeal Article IV of Chapter 7 of Part I of Division II of the School Code and to add to said Chapter 7 of Part I of Division II thereof a new article to be known as Article IV, both compelling the annexation of elementary school districts not in any high school district, to high school districts. **Approved.**

A. B. 310 Turner. Amends School Code Section 4.928 to read, "A high school course maintained by a high school district in an elementary school located in an elementary school district within the high school district shall be considered as a high school and apportionments shall be made on account of such high school course on the same basis as are apportionments for other high schools." **Approved.**

A. B. 314 Williamson. Provides method of formation of joint elementary school districts. Amends Sections 2.203 and 2.204 of the School Code. **Approved.**

A. B. 326 Gilmore. Liquor limit law. Amends Section 172a of the Penal Code.

A. B. 406 Reaves. Relates to participation of pupils in any public parade or program in furtherance of any private enterprise. **Disapproved.**

A. B. 414 Chatters. Amends School Code Section 2.123. Relates to transportation and extra teachers for emergency schools. **Approved.**

A. B. 419 Jones and 21 other assemblymen. Repeals criminal syndicalism act.

A. B. 429 Donnelly. Provides that every school and every school bus shall be equipped with a "First Aid" package. Approved in principle but disapproved in its present form.

A. B. 439 Chatters. Amends 1.251 School Code. Provides that supervisor of attendance shall have legal credential. **Approved.**

A. B. 450 Jones. Sets up new procedure relative to payment of registered school warrants. Amends Section 4.320, 4.321 and 4.322 of the School Code and repeals 4.323 to 4.334 both inclusive. School warrants shall be registered same as county warrants. **Approved.**

A. B. 519 Stream and Wallace. Drops the word teacher from the State Teachers College at San Diego.

A. B. 522 Lyon. An amendment to the Vehicle Code which limits the liability of governmental agencies to such times as the officer, agent or employee was acting within the scope of his office, agency, or employment. **Approved.**

A. B. 523 Scudder. Provides that the expenses of any district election shall be borne by the entire district. Approved in principle but needs clarification.

A. B. 528 Geyer. Amends 4.750, 4.751 School Code. Authorizes the superintendent of public instruction to estimate the average daily attendance where records of districts have been lost or destroyed, or where A.D.A. has been materially decreased by epidemic or other public calamity. **Approved.**

A. B. 539 Cunningham. Repeals Section 2.801 of the School Code relating to the liability of school districts for injury. **Approved.**

A. B. 560 Donnelly. This is same bill as S. B. 260 and provides for change in the election of school trustees. Changes date of school trustee election. S. B. 260 and A. B. 560 are referred to joint committee of trustees and C. T. A.

A. B. 585 Nielsen. Amends the State Employees' Retirement System.

A. B. 598 Latham. Provides for Constitutional Convention to be held first Monday of January, 1936—one delegate from each assembly district. (80 districts.)

A. B. 611 Patterson. Makes an appropriation for the support of the California Polytechnic School. Skeleton bill.

A. B. 621 Johnson. Relates to clothing, dental work, etc., of children attending California School for the Deaf and California School for the Blind. **Approved.**

A. B. 622 Dawson. Amends Sections 1.72 and 1.73-1 of the School Code. It provides that the governing board may pay to the parent or guardian of each pupil residing more than two miles from the school, in lieu of transportation, the sum of three cents a mile, but not to exceed fifty cents per day for each day of actual attendance.

A. B. 636 Hawkins. An act to add Section 5.129 to the School Code, relating to exemptions from teachers examinations. (Skeleton bill.)

A. B. 637 Hawkins. Juvenile Court bill.

A. B. 661 Latham. An act to amend Section 4.360 of the School Code, relating to submission of school district budgets.

A. B. 676 Anderson. Provides that the record books of any political subdivision of the State shall be open to the inspection of citizens.

A. B. 679 Nielsen. An act to repeal Section 363n, of the Political Code, relating to State contracts for architectural services.

A. B. 700 Cottrell. State Budget Act.

A. B. 727 Chatters. Relates to liability and damage of public officers and employees.

A. B. 736 Cunningham. An act to amend Section 2.481 of the School Code relating to the transfer of an elementary school district from one high school district to another.

A. B. 737 Cunningham. Repeals Sections 2.440a to 2.454a, inclusive, of the School Code, relating to high school districts.

A. B. 744 Gilbert. An act to provide for the retirement on pension of State employees. (Not a school bill.)

A. B. 752 Patterson. An act making an appropriation for minor construction and improvements at the California Polytechnic School.

A. B. 762 DeLap. An act to add a new Section to the School Code to be numbered 2.123-1, relating to the payment of the cost of food and lodging for certain elementary school pupils from the unapportioned county elementary school fund.

A. B. 765 Chatters. An act to amend Section

3.172 of the School Code, relating to entrance age of beginning pupils and provides that such pupils must enter school the first month.

A. B. 776 Cronin. An act to amend "An act defining credit unions, providing for their incorporation, powers, management and supervision."

A. B. 777 Cronin. An act to amend "An act defining credit unions," relating to by-law provisions.

A. B. 778 Cronin. An act to amend "An act defining credit unions," relating to powers.

A. B. 779 Cronin. An act to amend "An act defining credit unions," relating to prohibitions.

A. B. 780 Cronin. An act to amend "An act defining credit unions," relating to deposits and investments.

A. B. 781 Cronin. An act to amend "An act defining credit unions," relating to supervisory committee.

A. B. 789 Burns and Geyer. No university or college of this State shall require a compulsory course in military training.

A. B. 791 Pelletier. Provides for unemployment insurance.

A. B. 793 Clark. Amends Section 5.900 of the School Code, relating to the retirement of public school teachers. Retirement provision to provide for retirement of teachers who may not be re-employed by age limitation in proposed tenure bill.

A. B. 794 Clark, Anderson, Burns, Cottrell, Morgan, Patterson, and Phillips. Retirement Salary Act sponsored by C. T. A. Amendments will be suggested to this proposal at the reassembling of the Legislature.

A. B. 821 Lyon. Amends Sections 2.440a, 2.441a and 3.260 of the School Code. Pertains to withdrawal of elementary district to high school district to form a new high school district.

A. B. 822 Riley. Amends Section 3714 of the Political Code. Provides for the making and filing of county budgets. Does not change school procedure.

A. B. 832 Richie. Amends Section 6.750 of the School Code. Change in the Civic Center Act providing that boards of school trustees, after having allowed the use of a school building as a meeting place, shall not take into consideration opinions of the groups, or in any way interfere with or censor an expression of any opinion at said meetings.

A. B. 833 Anderson and Nielsen. An act to create and establish a State system of regional colleges, providing for their formation, government, curricula and control.

A. B. 834 Wright. Provides for the retention of the 5% limitation on expenditures. Adopted after the passage of the Riley-Stewart Amendment.

A. B. 848 Field. An act to amend Section 2.60 of the School Code. Allows boards of supervisors to correct and relocate boundaries of any school district where conflict occurs.

A. B. 851 Desmond. An act to add a new chapter to Part III of Division IV of the School Code to be known as Chapter IV, relating to provision for school districts sinking fund for replacement, reconstruction, and alterations of school buildings.

A. B. 864 Patterson. (A skeleton bill.)

A. B. 873 Patterson. An act to amend Section 6.30 of the School Code. Empowers school boards to refuse to let contracts to lowest bidders only upon showing of good cause.

A. B. 889 Hunt. Provides that anyone receiving retirement salary from any political subdivision of the State and who may become employed by some other division of the State while receiving same retirement salary, shall have the amount of such retirement salary deducted from the working salary. See A. B. 145.

A. B. 891 Anderson. An act to repeal Section 2.982 of the School Code.

A. B. 910 Nielsen. An act to amend Section 5.500 of the School Code. This proposal sets up a definite period for which any person may be employed by a district. A four year term would be the maximum to which anyone could be elected. This would probably change all existing tenure laws. **Disapproved.**

A. B. 926 Phillips. An act to amend Section 3.472 of the School Code, relating to the transportation of teachers and pupils to agricultural courses.

A. B. 927 Phillips. An act to provide for the further development of vocational education in California by accepting the provisions and benefits provided by the United States government.

A. B. 928 Phillips. An act to amend Sections 4.280b and 4.281b of the School Code, relating to

a revolving fund for warehouse stock. This bill also includes the elementary districts.

A. B. 929 Phillips. Repeals Sections 4.320 to 4.334, inclusive, and Sections 4.340 to 4.353 School Code, and to enact in lieu thereof a new article to be numbered V, embracing Sections 4.320 to 4.331, inclusive. This bill provides a method by which school district funds may be paid for claims. It apparently places the responsibility for maintaining balances, etc., with the county auditor.

A. B. 930 Phillips. This proposal amends Section 4.360 of the School Code, and provides that in addition to the regular budgeted items, an undistributed reserve shall be set up to meet cash requirements for expenditures prior to the receipt of the first school moneys in any school year.

A. B. 931 Williamson. An act to amend Section 3½ of the child labor law.

A. B. 933 Williamson. Amends Section 5.750 of the School Code. It provides that any person receiving salary during illness shall not receive such salary if entitled to disability indemnity under the provisions of the Workmen's Compensation Insurance and Safety Act.

A. B. 934 Williamson. An act to amend Section 5.63 of the School Code. Provides for a fee not to exceed \$75 per school year of non-resident applications for admission to State Teachers Colleges.

A. B. 935 Williamson. Amends Section 5.350 of the School Code, and fixes fees for credentials and certificates.

A. B. 936 Williamson. Amends Section 5.21 of the School Code. Relates to the collection of fees in the California State Teachers Colleges.

A. B. 938 Williamson (by request). An act to amend Sections 5.140, 5.150(e), and 5.166 of the School Code. Provides for the position of research technician and prescribes certification for such position. **Disapproved.**

A. B. 948 Desmond, Mayo and Nielsen. Amends Section 677a of the Political Code relating to departmental budgets of the state government.

A. B. 961 Cunningham. Amends Sections of the Code covering tenure. This is the proposal sponsored by C. T. A.

A. B. 962 Cunningham. Amends Sections of the Code covering tenure not included in A. B. 961.

A. B. 971 Andreas. An act to provide for the construction and operation of a state college to be located in the district between Pasadena and San Bernardino, and providing the sum of \$750,000 for the construction and operation thereof.

A. B. 977 Anderson. An act to add a new article to Chapter I of Part I of Division II of the School Code embracing Section 2.88. Electors shall be empowered to elect in each school district a school advisory committee of five members, two of whom shall be classroom teachers. This advisory committee is authorized to be present at all meetings of the board of education, and may offer advice both written and oral. **Disapproved.**

A. B. 988 Minard. Amends Section 5.161 of the School Code. Authorizes the holder of a high school certificate to teach in the seventh and eighth grades of any elementary school.

A. B. 998 Boyle. An act to amend Sections 4.765, 4.920, and 4.950 of the School Code. Provides that no deduction in attendance shall be made for pupils for time spent in receiving dental treatment.

A. B. 999 Geyer. An act to establish a State Board of Examiners for Public School Custodians and Engineers, to provide for the examination and certification of certain classes of public school employees, and to regulate the conditions of their employment.

A. B. 1000 Jones, Lyon, Wright, Heisinger, and Miller. An act to amend Section 336 of the Penal Code of the State of California, prohibiting the sale or dispensing of intoxicating liquor by minors and providing a penalty therefor.

A. B. 1008 Wallace. Relates to the liability of school trustees.

A. B. 1044 Richie. An act to amend Sections 5.650, 5.653 and 5.661 of the School Code. This eliminates from the Tenure Law the provisions covering criminal syndicalism.

A. B. 1062 Martin. An act to amend Section 3714 of the Political Code, relating to the preparation and adoption of annual budgets by county boards of supervisors and providing for the publication thereof.

A. B. 1079 Cunningham, Riley and Phillips. An act to amend Section 4.52 of the School

Code, relating to the support of junior college districts. See S. B. 984.

A. B. 1080 Geyer. An act to amend Section 5.722 of the School Code. This bill provides that the governing board may pay the person on leave in regular monthly installments providing a bond is deposited with the board, guaranteeing that the person will return to the place of employment and remain therein for at least two years.

A. B. 1087 Gilbert, Geyer, Anderson, Laughlin, Flint. Amends Section 5.150 of the School Code. This proposal changes subdivision (b) of 5.150 of the School Code concerning the granting of certificates to supervisors.

A. B. 1108 Gilmore. An act to add Section 3770 to the Political Code, relating to the Division of Private Educational Institutions in the Department of Professional and Vocational Standards.

A. B. 1111 Utt. An act to provide for the formation, government, operation and dissolution of library districts.

A. B. 1112 Utt. Validates bonds of school districts.

A. B. 1114 Wright. An act to amend Article VII of Chapter II of Part IV of Division II of the School Code, relating to the Division of Schoolhouse Planning. (Skeleton bill.)

A. B. 1116 Wright. An act to amend Section 1393 and to repeal Section 1394 of the Political Code, pertaining to admission and tuition fees and remission of same for the University of California.

A. B. 1117 Wright. An act to add Section 5.64 to the School Code, providing for a tuition fee for students regularly enrolled in a state teachers college.

A. B. 1118 Wright. Skeleton bill pertaining to California Polytechnic School.

A. B. 1119 Wright. An act to amend Sections 4.961, 4.963, 4.965, 4.970, 4.973, and 4.990 and to add a new Section to be numbered 4.967 to the School Code. Provides that school bond elections must be held at the same time as general elections, and provides that governing boards of the school districts shall print and mail with sample ballots, arguments for and against the proposition to be voted upon. It further provides that the total amount of bonds issued shall not exceed 3% of the taxable property of the district, for elementary or high school purposes, and 1% in the case of junior colleges. See A. B. 72 and S. B. 203. **Disapproved.**

A. B. 1121 Anderson, Patterson and Geyer. An act creating county commissions comprised of a county school superintendent and seven elective members, two thereof being certificated school employees, to formulate a plan for reorganizing school systems. Creates state commission to formulate plan for reorganizing state system, including employees' reports. Directs submission of state plan, and county plans approved by state commission, to state and county voters respectively at general election in 1936; majority approving, state plan becomes law whereupon any defeated county plan may be revised, reapproved and resubmitted to voters, existing school laws applying in county until new plan passes.

A. B. 1142 Chatters. Amends the following Sections of the School Code.

5.640 Covering time in which resignation becomes effective.

5.658 Eliminates the eight copies of transcript which must be furnished by shorthand reporter in dismissal hearing.

5.710 A decrease of 60% of the kind of service rendered by an employee shall be sufficient to allow his dismissal.

5.720 Provides that a person granted a leave of absence shall receive no compensation. If absence is because of illness or accident, the board may require a physical examination before the teacher is allowed to continue his or her service.

A. B. 1162 Cunningham. Repeals Sections 6.470 to 6.479, inclusive, of the School Code and to enact a new article in lieu thereof, all relating to purchasing of apparatus and supplies. Places all districts with A.D.A. of fewer than 3000 pupils under the county purchasing law.

A. B. 1163 Breed. An act to add to Chapter I of Part IV of Division IV of the School Code a new article to be known as Article VII, embracing Sections 4.755, 4.756 and 4.757, relating to the computation of average daily attendance. This is a skeleton bill.

A. B. 1181 Burns. An act to amend Sections 4.770, 4.771, 4.773, 4.785, 4.796 and 4.797 of the School Code and to add thereto two new Sections to be numbered 4.774 and 4.848, all relating to the apportionment of State funds for public school purposes.

A. B. 1186 McMurray. An act to add a new section to the School Code to be numbered 3.764,

relating to courses of study in elementary schools. Skeleton bill.

A. B. 1187 McMurray. An act to add a new Section to the School Code to be numbered 3.113, relating to the establishment of kindergartens. Skeleton bill.

A. B. 1188 McMurray. An act to add a new Article to Chapter II of Part II of Division IV of the School Code to be known as Article XI, providing that a school district may set up an undistributed reserve in addition to the 5% tax limitation. Such reserve may be accumulated for three years for capital expenditures, or salaries may be paid from it wherever State funds have not been received, or if the funds are withheld.

A. B. 1196 Fisher. An act to assist deaf students attending the Galludet College at Washington, D. C., and making an appropriation therefor.

A. B. 1197 Voigt. Amends the Child Labor Law, relating to the employment of children.

A. B. 1198 Field. An act to repeal Sections 2.1223 and 6.523 of the School Code, relating to reports of books purchased for any school district.

A. B. 1200 Phillips. An act requiring the licensing of certain vehicles and making certain exemptions.

A. B. 1201 Utt. An act to add Section 2.455a to the School Code, legalizing the continuance of union school districts when one or more districts have withdrawn therefrom.

A. B. 1205 and 1206 Waters. Are the proposals emanating from the committee on study of unification of school districts and provides for appointment of survey commissions, elections and other matters relating to unification of school districts. Same as S. B. 542, 543.

A. B. 1225 Peyser. Excepts food-stuffs from the provisions of the sales tax.

A. B. 1245 Field. An act to provide for the granting of assistance to school districts for the inspection, repair, reconstruction, replacement, alteration or erection of buildings.

A. B. 1264 Lyon. An act to add a new Section to the Political Code of the State of California, to be numbered 3719, authorizing the temporary borrowing of money by counties and school districts upon the credit of revenue in course of collection, and the issuing of tax anticipation notes or warrants as evidence of such indebtedness.

A. B. 1343 Phillips. An act to repeal Sections 2.21, 3.174, 3.301, 3.302, 3.306, 3.308, 3.309, 3.415, 3.416 of the School Code, to add to Part I of Division II of the said Code a new chapter to be known as Chapter VIII, and to add to said Code a new Section, to be numbered 3.306, all relating to the attendance of pupils upon the public schools.

A. B. 1369 Anderson and Geyer. An act to amend Section 6.2 of the School Code. Permits the insurance of schools in a mutual insurance company.

A. B. 1382 Cunningham, Geyer, and Flint. An act to amend Section 5.682 of the School Code. Provides that in school districts of 60,000 or more pupils in average daily attendance, probationary employees may be dismissed for cause only, and shall receive notice of dismissal three months prior to the date of dismissal, in order that the certificated employee may have an opportunity to correct his faults and overcome such incompetency.

A. B. 1388 McCarthy. An act to add a new Section to the School Code to be numbered Section 5.662. Legalizes professional ethics committees in districts in which more than 100 teachers are employed.

A. B. 1395 Waters and Geyer. An act to amend the local teacher retirement law and add a new section to the School Code numbered 5.1139.

A. B. 1483 Morgan. Adds to Section 5.750 of the School Code, the following: "providing, however, that in case because of illness of any certificated employee, no reduction in pay shall be made for the first five days of such absence. **Approved.**"

A. B. 1516 Heisinger. An act providing for the adoption or compilation, publication, use and disposal of text books and supplementary text books in the schools of the State of California and appropriating the sum of \$10,000 to create a supplemental text book fund, providing that this fund shall be a revolving fund. **Disapproved.**

A. B. 1520 Geyer. An act to amend Sections 4.50, 4.51, 4.52, 4.53, and 4.54 of the School Code, relating to the support of junior colleges. **Skeleton bill.**

A. B. 1521 Geyer. Eliminates license tax when vehicle of seven passenger rating or less is operated exclusively in the transportation of pupils to and from public school activities.

A. B. 1524 Geyer. An act to amend the School Code, relating to school cafeterias. **Skeleton bill.**

A. B. 1525 Geyer. An act to amend Section 4.161 of the School Code, relating to county school budgets. **Skeleton bill.**

A. B. 1529 Utt (Without reference to committee). Validates bonds of school districts, high school districts and junior college districts. Signed by Governor.

A. B. 1546 Cottrell and Andreas. An act to add Section 4 to an act relating to the liability of counties, municipalities and school districts.

A. B. 1547 Cottrell and Andreas. An act to amend Section 1 of an act relating to damages and school districts, in the case of injuries to persons or property, and authorizing such districts to take out and pay for insurance to protect them against such liability.

A. B. 1549 Minard. An act to provide for the purchase of real property for the State Teachers College at Fresno, and to make an appropriation therefor.

A. B. 1585 Scudder. **Skeleton bill** relating to liability insurance.

A. B. 1605 Nielsen. An act to amend Sections 2.1223, 6.523, 6.451½, 6.260, 6.262, 6.264, 6.274, 6.275, and 6.276 of the School Code, relating to the preparation and filing of lists of books purchased.

A. B. 1630 McCarthy. **Skeleton bill** relating to publication of budgets.

A. B. 1638 Pelletier. An act to amend Article I of Chapter VI of Part II of Division VI of the School Code. **Skeleton bill**—purchase of school supplies.

A. B. 1639 Pelletier. An act to amend Article VII of Chapter I of Part III of Division VI of the School Code. **Skeleton bill.**

A. B. 1675 Cottrell and Anderson. An act making an appropriation for the acquisition of certain property and equipment for the use of San Jose State Teachers College.

A. B. 1676 Cottrell. An act creating the Commission of Inquiry and Information for the Constitutional Convention to be convened for the rewriting of the State Constitution.

A. B. 1699 Lyon. An act to amend Section 351 of, and to add Section 351a to, the Political Code, relating to officers of departments of the State government.

A. B. 1717 Rosenthal. An act to amend the Child Labor Law, relating to the employment of children.

A. B. 1742 Wright. An act to amend Section 3.738 and to add Section 3.738a to the School Code, relating to interscholastic athletic activities under the supervision of the State Supervisor of Physical Education.

A. B. 1750 Flint. An act to amend Section 1.11 of the School Code, relating to the exclusion of pupils.

A. B. 1751 Geyer. An act to amend Section 4.923 of the School Code, relating to computation of pupils' attendance.

A. B. 1752 Geyer. An act to amend Sections 5.500, 5.680, and 5.681 of the School Code, relating to teachers tenure in one school district withdrawing from another district.

A. B. 1753 Geyer. An act to amend Sections 2.876, 2.877, 2.878, 2.885, 2.890, 2.891, and to repeal 2.886 of the School Code, relating to the election or appointment of boards.

A. B. 1754 Geyer. An act to amend Sections 4.962, 4.963, 4.964, 4.1010, and to add new Sections to be known as 4.967 and 4.968 of the School Code, relating to bond elections.

A. B. 1765 Cronin. An act to establish standards for the granting and use of professional degrees in the learned professions and providing penalties for the violation hereof.

A. B. 1795 Lore. Amends the Child Labor Law.

A. B. 1835 O'Donnell. An act to amend an act relating to the regulation and inspection of the construction of public school buildings.

A. B. 1846 Rosenthal. An act to add a new Section to the Penal Code to be numbered 653h, relating to employment of certificated employees of school districts. Skeleton bill.

A. B. 1877 Latham. An act to add a new Section to the School Code to be numbered 6.54, relating to the duties, powers and liability of governing boards of school districts and members thereof in connection with school district buildings.

A. B. 1880 Williamson. An act to amend Sections 5.930 and 5.931 of the School Code, both relating to balances due deceased recipients of annuities from the Public School Teachers Retirement Salary Fund.

A. B. 1922 Clark. An act to amend Sections 2283 to 2290, inclusive, of the Political Code,

relating to State aid to orphans, half orphans, abandoned children, and children of fathers not able to pursue a gainful occupation.

A. B. 1926 Reaves. An act to amend an act relating to the employment of aliens.

A. B. 1977 Andreas. An act to amend Chapters I, II, III, IV, V, VI, VII, VIII, IX, X and XI of Part I, Division II, of the School Code, covering the classification, government and administration of school districts.

A. B. 1987 Clark. An act to amend an act relating to liability in damages of officers of school districts.

A. B. 1990 Field. An act to repeal Section 677a of the Political Code and to add Section 677.5 thereto, relating to budgets of State departments and other State agencies.

A. B. 1992 Field. An act to add Section 675.1 to the Political Code, and to repeal Section 675b thereof, relating to the approval of salaries by the Department of Finance.

A. B. 1993 Field. An act to amend Section 675a of the Political Code, relating to approval of contracts by the Department of Finance.

A. B. 2017 Williamson. Repeals Sections 6.740 to 6.772, inclusive, and adds Sections 6.740 to 6.745, inclusive, concerning use of school buildings for meetings.

A. B. 2026 Pelletier. An act to direct the State departments, and particularly the Superintendent of Education, to stress the significance of tolerance as a basic American principle, defining the meaning of tolerance, providing for the inclusion of instruction of tolerance in the public school system, providing a pledge of tolerance, and providing penalties for the violation of said pledge.

A. B. 2029 Martin. An act to amend Section 4041.7 of the Political Code, defining the powers of the board of supervisors.

A. B. 2036 Heisinger. An act to add Section 526a to the Political Code, relating to State printing.

A. B. 2042 Geyer. Amends Sections 5.500, 5.680, and 5.681 of the School Code. Relates to probationary teachers. The three year probationary period is reduced to two; probationary teachers may be dismissed only for cause, determination of the sufficiency being left to the discretion of the board, but the cause or causes must relate solely to the welfare of the schools and the pupils thereof. Referred to Trustees Association for co-operative action.

A. B. 2043 Glover. An act to amend Section 5.722 of the School Code, relating to leaves of absence of certificated employees.

A. B. 2134 Pelletier. An act to amend Section 6.2 of the School Code, relating to the insurance of school property.

A. B. 2148 Turner. An act to amend an act relating to the safety of design and construction of public school buildings, and relating to the duties of the State Division of Architecture.

A. B. 2183 Riley. An act to amend the "Inheritance Tax Act," approved June 3, 1921, relating to inheritance taxes. Skeleton bill.

A. B. 2202 Glover. An act to add a new Section to the Penal Code to be numbered Section 59a, relating to intimidation of public employees to influence votes.

A. B. 2210 Clark. An act to amend the School Code, relating to payments to members of the State Board of Education.

A. B. 2225 Richie. An act pertaining to the governing authorities of colleges and universities supported in whole or in part by taxation.

A. B. 2239 Fisher. An act relating to aid for needy children.

A. B. 2240 Fisher. An act relating to aid for needy children.

A. B. 2251 Dawson (by request). An act to amend Sections of the School Code, relating to music teachers. Skeleton bill.

A. B. 2252 Dawson (by request). An act to amend Sections of the School Code, relating to employment of teachers. Skeleton bill.

A. B. 2253 Dawson (by request). An act to amend Section of the School Code, relating to text book material in respect to the subject of narcotic drugs. Skeleton bill.

A. B. 2254 Dawson (by request). An act to amend Sections of the School Code, relating to music teachers. Skeleton bill.

A. B. 2259 Hunt. An act regulating the employment of minors and establishing a commission to investigate and deal with such employment, including a minimum wage.

A. B. 2274 Geyer. An act to amend Section 2810 of the School Code, relating to contracts.

A. B. 2275 Geyer. An act to add Section 3.43 to the School Code, relating to compulsory instruction.

A. B. 2286 Lore. An act to amend Section 4041-7 of the Political Code, relating to the powers of the Board of Supervisors.

A. B. 2327 Flint. Relates to criminal syndicalism.

A. B. 2372 Geyer. An act to amend the motor vehicle law relating to the exemption of certain vehicles.

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Secondary Education in America

EXCELLENT material for extending student knowledge of high school history and tradition is available to every classroom, free of charge, in a beautiful pictorial map, illustrated in color by Ernest Watson, art editor of *Scholastic*, from data supplied by R. D. Matthews of the School of Education, University of Pennsylvania.

The map was created especially for the high school tercentenary through the efforts of the Celebration Committee of the Department of Secondary-School Principals. Its size is 19 by 25, printed on strong paper, suitable for framing. Through the courtesy of the Home Economics Department of the American Can Company, it was made possible to publish enough copies of the map for nearly every high school classroom in the United States. Particulars for obtaining the map may be had by writing Scholastic, 155 East 44th Street, New York City.

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A Teachers Contest

BREAK into print—win an award doing so; Others have—so can you. California should have at least one winner this year. Note first announcement of contest in last month's *Sierra Educational News*. As a member of California Teachers Association, you are eligible to participate.

The subjects for this year are: 1. Teachers and taxation; 2. Teachers and their official superiors; 3. Teachers and professional control of the teaching profession; 4. Teachers and academic freedom; 5. Teachers and social organizations; 6. Teachers and teachers organizations; 7. Teachers as consumers and investors; 8. Teachers and social planning.

Rules: 1. No article should exceed 1500 words in length; 2. All articles should be typewritten, on one side of the paper only, and double spaced; 3. No manuscripts will be returned, but copies may be kept and non-winners submitted elsewhere after the winners are announced; 4. All articles must be mailed before midnight, April 30, 1935; 5. Fill out and attach the coupon, or any separate slip of paper, to your manuscript. Do not write your name on the manuscript as all identification will be removed before the papers are given to the judges. The eight winners will be notified on or before July 2, 1935.

High Spots in 1934 School Legislation

WILLIAM G. CARR, *Director, Research Division, National Education Association*

THIRTY-TWO states held regular or special legislative sessions during 1934. A comprehensive summary of the most important education bills introduced or enacted in these legislatures is now being completed by the National Education Association. High spots of 1934 school legislation, as summarized so far by the association, include the following:

ILLINOIS made one-third of the 3-cent tax per gallon of gasoline payable to the Common School Fund, between July 1, 1934, and March 1, 1935. In addition, one-third of the gasoline tax proceeds allotted to Chicago was earmarked for schools.

IOWA ratified the Federal Child Labor Amendment.

KENTUCKY enacted a new School Code, resulting in fundamental changes affecting the personnel and functions of the State Board of Education; the organization of school districts; compulsory attendance; certification of employees; and higher education. All sections of the state law that earmarked state revenue were repealed, making all government agencies dependent on flat budgetary appropriations. Revenue from a new 3 per cent gross retail sales tax levied on the consumer, an additional tax of 5 cents per gallon production on whiskey, and a flat license tax on chain stores, goes to the state general fund, from which appropriations for education are made.

LOUISIANA increased state support for education from six to ten million dollars annually; established an equalizing fund to guarantee a minimum program for all parishes; and provided for distribution of state school funds monthly instead of every four months. A property tax relief fund was created, which will receive the proceeds of several new taxes. Authority to levy local school taxes was definitely granted to parish school boards and their budgetary procedures were revised.

MASSACHUSETTS strengthened the teacher's tenure of position and assured a hearing in case dismissal is contemplated.

MISSOURI adopted a 0.5 per cent tax on gross receipts from retail sales of tangible personal property, proceeds to go to the general revenue fund, from which it has been the practice to appropriate one-third for schools.

NEW JERSEY allowed municipalities other than counties to issue school apportionment bonds or notes, in order to take advantage of a \$7,000,000 bond act; and facilitated distribution of \$1,500,000 to school districts from railroad taxes already paid but which would otherwise be held up by litigation.

NEW MEXICO reduced the rates in the 1933 chain store tax law, except in the case of stores doing a business of more than \$400,000. One-third of the net revenue from the graduated gross retail sales tax aimed at chain stores was earmarked for schools. A general sales tax from which all proceeds go to schools was enacted, applying to nearly all business transactions. Rates range from one-eighth of 1 per cent on certain wholesale transactions to 2 per cent on retail sales.

NEW YORK protected its previously-enacted system of state aid to education. A 1 per cent gross income tax to raise \$13,346,000 for educational purposes was enacted.

OHIO adopted a tax program designed to meet the revenue shortage created by its tax limit amendment. This program includes a 3 cent sales tax from which school districts will receive a substantial allotment and the continuation of a 1-cent fuel tax for schools.

RHODE ISLAND requested the state tax commission to report in 1935 on new revenue sources.

VIRGINIA directed the state board of education to combine counties, thereby reducing the number of superintendents; provided for a minimum 8-months term; and appropriated \$2,000,000 toward public schools for the biennium ending June 30, 1936.

WEST VIRGINIA appropriated \$10,500,000 for public schools during 1934-35, to make effective the provision for basic salaries during an 8-months term; restored the basic salary schedule effective June 1, 1933; and strengthened the certification requirements. West Virginia also ratified the Federal Child Labor Amendment.

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ALL members of California Teachers Association and others interested are invited to send in their comments upon "The New World" broadcasts. Address C. T. A. headquarters, 155 Sansome Street, San Francisco.

Measuring School Retrenchment

DONALD TURNER GRAFFAM

Head, Social Science Department

Citrus Union High School and Junior College

DURING the last three years, a great deal has been said and written about costly expansion and harmful retrenchment in the public schools of the nation. Critics of the schools, with their eyes fixed singly on the goal of tax reduction, have hurled charges at those responsible for their management, accusing them of wasteful inefficiency in business administration, of maintaining costly courses that yielded a minimum of educational results, of failing to take the initiative in readjusting education to depression levels.

School officials and educators, with the idea of defending the rights of children held uppermost in mind, have met these charges by claiming that they have emanated from selfish individuals and interests who were seeking to take advantage of the economy sentiment accompanying the depression and, through tax reduction, gain at the expense of the schools; that the schools have been efficient in making economies; and that further retrenchment will cripple public education beyond recovery.

As a result of these charges and countercharges, considerable confusion has undoubtedly arisen in the mind of the thinking element of the voting public. And it is this element who desires and who should have correct information on such questions as the following:

1. *How much retrenchment has already been effected in the public schools?* 2. *What is their present status?* 3. *Can further economy be made without impairing the educational program?*

Statements, arguments, theoretical discussions will not suffice in answering these questions. A technique of measurement is called for. In connection with a study of economies and retrenchment in public education in California since 1929, the writer has developed a method of measuring expansion and retrenchment in public schools which is illustrated in Table 1.¹ This method could easily be made use of by any school board or administrator who might desire to present to his community a statistical picture of the expansion or retrenchment of his system over a given period.

In constructing this index it will be noted that the writer has arbitrarily weighted each of

the six items entering into the index on the basis of relative importance in his opinion. In some cases, however, it might be found advisable to revise the weighting of the items entering into the index in order to make it adaptable to the local situation.

Table 1 shows that while a slight degree of expansion took place among 30 school systems in California for the fiscal year 1930-1931, that considerable retrenchment was effected during the next two fiscal periods. Since the 30 systems studied were chosen as a random sampling of the school systems of California, the answer to the question, "How much retrenchment has been effected in the schools of that state during the four-year period from 1929-1930 to 1932-1933?" may be given as approximately 24%.

Granting that the index may contain defects, still it must be admitted that it provides the voters and taxpayers of the State of California a more definite and more reliable picture of what has happened to the schools since the depression than the conflicting claims of hostile realty groups that the schools are hogs at the trough of public finance and of zealous school officials who claim that public education has made greater economy than any branch or agency of government.

What Is the Status of Our Schools?

The use of such an index, once established by the authorities of a given school system will enable them to answer the question, "What is the present status of our schools?" from the standpoint of expansion or retrenchment, with reference to the base year or any other period.

"Can further economies be made without impairing the educational program?" can best be answered in the light of a study of unit costs by functions over the period under consideration, together with a study whose aim it is to evaluate the curriculum and teaching methods in the light of latest educational thought. This latter study should be made under the direction of experts in the fields of curriculum and the supervision of teaching, the discussion of which lies without the scope of this article.

Table 2 sets forth the trend of aggregate expenditures by functions per unit of average daily attendance for the thirty school systems in California. It will be noted that the trend of each budget function is given separately, using 1929-1930 as a base. Thus it is possible to tell at a glance which function or functions are being subjected to the severest degree of curtailment, and therefore which functions are least likely to

1. Donald T. Graffam, *Economies and Retrenchment in Public Schools in California, 1929-1933*. Master's thesis, University of Southern California, 220 p. Unpublished.

Table 1. Extent of Retrenchment in 30 School Systems
As Determined by Trends of Selected Items, 1929-1933

Item of Retrenchment	Weight	Index				% De-crease
		1929-30	1930-31	1931-32	1932-33	
1. Total current expenditures per unit of A.D.A.	4	100	101.6	98.1	87.7	12.3
2. Total capital outlays per unit of A.D.A.	1	100	90.7	64.1	15.0	85.0
3. Outstanding bonded debt	2	100	96.9	96.0	91.7	8.3
4. Unencumbered balance	1	100	137.2	86.6	82.9	17.1
5. Total district tax receipts	3	100	99.4	84.6	61.9	38.1
6. Reciprocal of pupil-teacher ratio	1	100	102.3	99.3	94.5	5.5
Average trend of six items	1	100	102.4	90.7	76.0	24.0

Table 2. Trend of Expenditures Per Unit of Average Daily Attendance in 30 California School Systems, 1929-1933

Function		1929-30	1930-31	1931-32	1932-33
General control	Dollars	5.27	5.50	4.71	4.18
	Index	100	104.30	89.37	79.32
Teachers salaries	Dollars	100.99	102.03	101.81	88.79
	Index	100	101.02	100.80	87.91
Other expenses of instruction	Dollars	13.92	14.78	13.81	12.65
	Index	100	106.17	99.20	90.87
Library	Dollars	2.11	2.08	1.95	1.75
	Index	100	98.57	92.41	82.93
Operation	Dollars	12.20	12.02	12.05	11.99
	Index	100	98.52	98.77	98.19
Maintenance	Dollars	5.35	6.01	4.33	3.99
	Index	100	112.33	80.93	74.57
Fixed charges	Dollars	5.75	5.30	3.72	4.62
	Index	100	92.17	64.69	80.34
Auxiliary agencies	Dollars	3.93	4.23	4.27	3.13
	Index	100	107.63	108.65	79.64
Total current expenditures	Dollars	149.53	151.95	146.67	131.10
	Index	100	101.61	98.08	87.67
Capital outlays	Dollars	24.51	22.23	15.72	3.67
	Index	100	90.70	64.13	14.97
Total expenditures	Dollars	174.04	174.18	162.39	134.77
	Index	100	100.08	93.30	77.43

This table should be read as follows: Aggregate expenditures per unit of A.D.A. in 30 representative school systems of California for "general control" were \$5.27 in 1929-1930, \$5.50 in 1930-1931 or 104.3% of the amount in the base year 1929-1930, \$4.71 or 89.37% of the amount in 1929-1930, and \$4.18 or 79.32% of the amount in 1929-1930.

continue to bear the heaviest burdens of retrenchment. Providing honest and reliable accounting methods are used, this set-up enables a school board to show its community exactly where curtailments are being made. Visual presentation of the facts can be improved by the use of a chart, by which one may clearly demonstrate that, although steady reduction of current expenditures was made following 1930-1931, most of the total retrenchment fell on capital outlay expenditures.

It is true that unfounded statements and exaggerated claims usually accompany a conflict between individuals and groups when scientific methods are not available to limit such statements or claims to the actual truth; and it is equally true that they usually result in unnecessary bitterness and make reconciliation and compromise difficult. The nation has witnessed a

period of growing strife over governmental agencies and institutions. Certainly the schools should be the last institution to be impaired; yet they have been foremost as an object of controversy and in many parts of the country have suffered greater harm than any other agency of government. This regrettable condition has been due in part to strife between taxpayers and school patrons as a result of misinformation and misunderstanding caused in turn by not having the facts.

It is hoped that the above suggestions may play some part, however small, in paving the way for a clearer understanding among those interested primarily in the financial support of the schools and those interested primarily in their educational effectiveness through providing a technique for the dissemination of definite information on the status of the schools.

Science Guides for Schools

THROUGH co-operation of science departments of California state teachers colleges, a series of publications is appearing under the title Science Guide for Elementary Schools. This series provides teachers with monthly teaching units in the field of science. The following numbers appear during the school year 1934-35:

No. 1, August, 1934. Suggestions to Teachers for the Science Program in Elementary Schools. Prepared by Leo F. Hadsall, Fresno State Teachers College.

No. 2, September, 1934. Pets and Their Care. Prepared by Harrington Wells, Santa Barbara State Teachers College.

No. 3, October, 1934. Common Insects. Prepared by Vesta Holt and Lloyd G. Ingles, Chico State Teachers College.

No. 4, November, 1934. Trees. Prepared by Violet G. Stone, Humboldt State Teachers College.

No. 5, December, 1934. Sky Study. Prepared by W. T. Skilling, San Diego State Teachers College.

No. 6, January, 1935. Weather. Prepared by Karl S. Hazeltine, San Jose State Teachers College.

No. 7, February, 1935. Frogs, Toads, and Salamanders. Prepared by Edith A. Pickard, San Francisco State Teachers College.

No. 8, March, 1935. School and Home Gardens. Prepared by Lea Reid, San Francisco State Teachers College.

No. 9, April, 1935. Birds. Prepared by Gayle B. Pickwell, San Jose State Teachers College.

No. 10, May, 1935. Snakes, Lizards, and Turtles. Prepared by Leo F. Hadsall, Fresno State Teachers College.

It is not anticipated that each teacher will use all of the units, nor that they need necessarily cover a month's duration. The units should be accumulated in each elementary school to form a body of curriculum material upon which teachers may draw whenever the children's interests and the class needs make a given unit appropriate.

The Science Guide for Elementary Schools is distributed by the State Department each month free of charge to all elementary schools.

* * *

A Hot Lunch Project

JACK R. SINGER, *Principal*
Maple School, Shafter, Kern County

FOR several years we have had free hot lunches in Maple School for every child. The hot lunches do not consist of full meals, but merely of a hot dish to supplement the cold lunch brought from home. On two days a week the children are all given soup. This is varied from tomato or bean soup to potato or macaroni soup. Sometimes rice is served instead of soup. On the other three days cocoa is served without variation.

The hot lunches are served only through the

three coldest months and cost about \$150-\$175, including the cost of the cook.

For the past three or four years the project was carried by the teachers with the occasional help of the local board. This year, since the P.-T. A. has had no special project to work on, we suggested that this hot lunch project be taken over entirely by the P.-T. A. We decided to try to carry on the project with as little effort on the part of the P.-T. A. as possible, and chose the medium of the child to get the project before all the parents. We disliked having a committee do any canvassing. So far every bit of the work has been done through the children and has been little trouble to anyone.

We have about 160 children and approximately 125 families represented in our school. The following letter was sent out to every family through the children:

Our Maple P.-T. A. voted last month to assume full responsibility for the Maple Hot Lunch. Its success depends entirely on the whole-hearted support of every parent.

Please indicate below what part you wish to have in this project; sign your name, and please return to school by your child immediately.

Contribution \$.....; three monthly payments \$.....or cash amount \$.....
Signature of Parent.....

J. J. Siemens, President, P.-T. A.

The results we obtained were very gratifying and certainly amazing. To date we have about 60 letters returned with subscriptions amounting to about \$175. This means that about 50% of our families are represented in this project.

During the first month we received in cash just about one-half of the pledged amount from subscriptions ranging from 25 cents to \$12. Now, at the end of the second month, we have received a total of \$140. The parents would rather pledge a certain amount and pay either in cash or three monthly payments than to bother with giving change to the child every day. Also it eliminates handling change every day at school.

We feel that free education is for all. Why shouldn't warm food be available to all? Many of the children from the poorer families otherwise would not be able to benefit by the hot lunch. I feel we would have to search a long time before we could duplicate this fine spirit displayed by our own parents. I would like to add that this same attitude is displayed in every community or school activity.

We find this method of serving hot lunch very satisfactory in our district and feel it is one more project to unify the community.

English in Daily Life

GINN and Company have recently brought out a most useful text on high school English by Gaston-Chapin-Nagelberg. This simple, practical, lively manual is the work of experienced, active teachers in daily contact with the classroom. It is based on a sound knowledge of educational psychology and, equally important, on an intimate acquaintance with the needs and interests of high-school boys and girls.

The grammatical terms used in this book are those recommended by the national joint committee on grammatical nomenclature. "English in Daily Life" has been carefully checked with the check list of the National Council of Teachers of English.

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The Citizenship Chart

MARGARET ROMER, *Teacher of Mathematics*
La Jolla Junior-Senior High School

WHEN children hail their teacher on the street on a Saturday or Sunday to ask if their class won the chart, you can be sure that the said chart is an effective teaching device.

This chart system is now in its second year of successful operation in my classes in the junior high school. The children are most enthusiastic supporters of the plan and, themselves, voted almost unanimously to use the system this year. It promotes a spirit of good will, co-operation, and team-work.

As for me, their teacher, I find it the most helpful teaching expedient I have ever used. For this reason, I am passing it on to other teachers in the hope that it will make their work pleasanter, easier and more effective; as it has mine.

In short, the system consists of a chart placed on the black board every Monday morning. There is a space for each of my classes. Every time a class becomes noisy, or there is an undue amount of disturbance in the room, I quietly go to the chart and place an X in the space for that particular class. This invariably brings a gasp from the pupils and is followed by the desired hush.

The class having the fewest number of marks at the close of school on Friday, wins the chart for the week. In case of a tie between two classes, both are considered winners. Besides the honor of winning, the victorious class is allowed 30 minutes out of their class time the

The Citizenship Chart

Period Class

I	L8.....
II	H7.....
	H8.....
III	L7.....
IV	H9.....
VI	H7.....
	H8.....

following Monday, during which time I read to them any story that their own committee selects.

Thirty minutes a week out of class work may be considered, by some teachers, as too extravagant of class time. On the contrary, I find it an economy of class time. The reward is really worth the effort of winning. Consequently, the children themselves are most anxious to maintain a quiet, orderly atmosphere of work in the room.

The discipline problem almost solves itself, and the four-and-a-half remaining periods can be given entirely to the work, uninterrupted by the petty annoyances so common to the junior high school age of pupils. The children know that class disturbances preclude the story, and woe be to the child who "spoils" the chart for the class!

The boys and girls made the rules essentially by themselves. A mark once placed cannot be erased except under one condition. That is, a whole period of perfect attention to work without the necessity of the teacher correcting a single pupil for disorder. Under this condition, one mark may be erased; but never can more than one mark be erased in any one class in a day.

The time spent in reading to the winning class, or classes, on Monday is an excellent investment in time.

* * *

THE Romance of American Literature, by R. P. Halleck, is a recent publication of American Book Company. This volume of 400 pages is the first text, for senior high schools and the smaller colleges, to adopt the classification of authors on the basis of the re-interpretation of American literature as expressed in the recent scholarly studies of Parrington, Foerster, and others. Because of this new, simple, and logical arrangement the subject is more easily understood and more interesting.

* * *

You and Machines, by W. F. Ogburn, an illustrated bulletin of 55 pages, is published by the American Council on Education and deals with various problems of the machine age.

Creating a Book-Reading Public

HOWARD PRAEGER, *Editor of University of Arizona Research Publications, Tucson*

DURING the past decade it has become increasingly apparent that although we have become more literate, with newspapers and magazines widespread and easy to assimilate, there have been alarmingly few book-readers.

If our civilization and educational processes are to remain progressive we must without doubt begin a constructive program of re-teaching book values to youth.

A recent observation of Henry Seidel Canby, editor of the *Saturday Review of Literature*, emphasizes and enlarges on the fact that the well-educated in America (not necessarily those who have received the formal education) are in the unfortunate minority. He advises us that the chief factor in producing an intelligent citizenry of the future is not merely by making them literate but by teaching them to read and evaluate the product of the unhurried imagination—the output of the writers of books.

The teacher holds an enviable position in this scheme of things. It is just possible that many are not seizing a remarkable opportunity for introducing worthwhile subjects to growing minds. The thought has occurred to me particularly because of the group of children who have made my library a meeting-place in search of values which they have been unable to find on the street and in the classroom.

Fortunately my neighbor is the proprietor of one of the better bookshops in the Southwest. Together we have discussed this eagerness as presented by the students and the fact that they are exceedingly wary of sham or literature that is "written down" to them.

As a practical suggestion I believe better book reviews should be encouraged in the schools. Certainly classes in English should keep alive a sound and current circulating library under the direction of the teacher. A satisfactory arrangement can be made with bookshops or public libraries. It is certainly far more desirable to introduce the student to real values than to over-emphasize the development of a monotonous prose style and the use of colorless and uninteresting subjects in imitative writing.

There should be more and wider individual selection by the student, a practice that is not encouraged in many of the schools. Too often the student considers himself a member of the downtrodden race and thus is always on the

lookout for something to rebel against. Reading of dull and prosy material can often crystallize a feeling of dislike toward books.

Above all avoid the classification juvenile and the labelling of books as works for juvenile consumption. There is nothing that will bring out the spirit of unconscious antagonism as quickly as this.

The true values of an era (past or present) are clearly summarized and crystallized only in books. Unless we follow the cults of unintelligence that virtually propose to forswear civilization altogether, we must create a book-loving citizenry through the medium of the schools. Not only will we develop a sounder individual forever grateful for this introduction to life, but we will insure the future of a progressive democracy.

* * *

The Institute for Research, 537 South Dearborn Street, Chicago, announces a national survey of five additional "Careers" monographs published in January:

Farm Managership As a Career. For months much mention has been made of the opportunity for young people in this particular vocation. What are the facts?

Construction Contracting As a Career. This is not to be considered only as it has been in the past, but as it may be in the future. What are the facts?

Women's Apparel-Shop Management As a Career. What does it offer in the way of opportunity for girls? What does it offer for boys?

Garage Management As a Career. There are more than 50,000 garages. What are the facts to be placed before your young men who may wish to go into this work?

Beauty-Parlor Management As a Career. There are over 56,000 beauty parlors in the United States. What are the opportunities for young people who wish to enter this vocation?

* * *

You Might Care

CLAYTON PETERSON, *Age 10, Grade H5, Ocean Beach Elementary School, San Diego City*

DEEP in the garden of my heart
I found a flower that grew apart.
A flower that glistened in the dew
Of love and friendliness for you.
Somehow I thought that you might care
To know I found that flower there.

A School Janitor's Day

By JOHN HAWKINS, as told to Herman A. Buckner,
Superintendent Hawthorne School District,
Los Angeles County

ONE of my friends, a lad, at Ballona Grammar School, jokingly asked me one day: "What do you do with your spare time?" The answer to that was easy, for I do not have any spare time while acting as janitor, with ten hours of work.

If some one had asked me what I did with my regular time, I would have been hard-pressed to give a definite answer. I tried one evening to check up on what I had done during the day, and could not account for more than half of my time, yet I had been busy all day long.

To satisfy my own curiosity, and that of any of the trustees who might labor under the misapprehension that a janitor's life is one of ease, I kept a faithful record of everything I did, with the exception of a few incidentals that required but a moment. Little did I think that the diary of the week would be of interest to anyone other than myself, but it seems there are others who are curious about what a janitor has to do and how long it takes him. One day is much like the others during the five days of the week when school is in session, so the story of one day will do for every day, although the duties vary somewhat.

At 6:20 in the morning when I arrived at the school I was the only one on the grounds. I started the day by cleaning out the incinerator, which required ten minutes. After that I gave my attention to the electric motor and fan, which was due for its periodic oiling. Next the fire in the furnace was lighted, as was the heater in one of the classrooms on the north side of the building, where the morning sun fails to reach.

At seven I started cleaning the offices and the upper hall, which took nearly an hour, finishing just in time to raise the flag at 8 o'clock. With Old Glory waving proudly in the breeze I gave my attention to checking the clocks to see if they were on time. This took half an hour to make the rounds and then I began cleaning

the drinking fountains, which kept me busy up to 9:20. Then came a call to carry the supplies from the outer supply room to the secretary's office, where they are rationed to the various classrooms on request.

It was nearly 10 o'clock when I got down to the boiler room to attend to the boiler, which took a quarter of an hour. That finished, I responded to a call from one of the teachers to repair a map and by the time that job was finished it was lunch time, and I took the hour.

After lunch, sweeping began, which took nearly all of the rest of the day, as it was not completed until a quarter of five, when I began the rounds to see that all windows and doors were securely fastened. At five I hauled down the flag, closed and locked the school yard gates and called it a day.

Of course there are other duties than those mentioned for that particular day, such as emptying waste baskets, fixing damaged seats, washing the woodwork in the cafeteria, gathering up scraps of paper in the yard, washing windows and glass doors, sweeping the sidewalks, supplying soap and paper for the lavatories and other odds and ends of chores, some of which are taken care of as a matter of routine and others as emergency requests from the superintendent's office or from the classrooms.

On Saturdays, when the children are out of the way one has a better opportunity for scrubbing floors, spraying the halls and rooms with a deodorant disinfectant; but Saturday the time is quite as fully occupied as on other days, for it is a half-day period for the janitor, unless he gets behind with his work and has to stay overtime.

A Good Janitor Is Appreciated

Sometimes we janitors get the idea that our work is not appreciated and the better the work is done with the least supervision the less notice is taken of it. It is the janitor who has to be called in to do some work that has been neglected or overlooked, of which the teachers are conscious, but they usually have words of praise for the janitor who does not have to be reminded of his duties.



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MARY M. ENGLE

BEAVER, PA.

New Teacher Training Parent-Teacher-Child

GRACE CARTER, *Principal, Frederic Burk School, San Francisco;*
address over Station YKA

IN organized education today there is an observable trend toward an ever closer coordination of the facilities of the home and the school. Within the past half century, due to the change in economic conditions, the home has been forced to relinquish more and more of its former proprietary interest in educating the child to other agencies, chief amongst which is the school.

Formerly the family was the major social organization. It was an economic institution, the factory of the time; it was the main educational institution; it was the affective institution; and it was the institution which provided much of the recreation for its members. The husband was the head of the household. He provided the livelihood and was the natural leader in family life. The wife was the home-maker. She reared the children and performed such household tasks as cooking, laundering, canning, and sewing. The children shared in the tasks of the home and early assumed responsibilities; thus learning about life through actual participation in a natural situation. The family was usually large and, in the association with and adaptation to its various members, opportunity was provided for children to learn important lessons of ways to live with people.

The coming of the machine in industry, resulting in the adoption of labor-saving devices and power in the home, has altered the foregoing picture of family life materially. The economic and social status of women and children has undergone and is still undergoing great changes. New institutions have arisen to take over functions formerly carried on in the home. Factories, bakeries, laundries, theaters, radios, police, schools, and similar newer organizations are rapidly undermining the economic and educative importance of the family as an institution.

During this change, the tendency has been toward delegating the full responsibility for educating the child to the school. When one reviews the many divergent factors in this educative process, it can be seen that no one agency can accomplish the task alone. The child is under the jurisdiction of the school for a comparatively short portion of his waking time; approximately five hours a day. Much that might be accomplished can easily be undone in the hours away from school. Thus, the task set for the school is unsurmountable unless

all persons dealing with the child co-operate in working toward the same objectives. Furthermore, research studies in the physical, mental, emotional, and language development of children have indicated that many of those responsible for the education of the children, either through ignorance or neglect, have failed to provide adequate conditions for their healthy growth and development.

In the face of such facts, it seems imperative that the two institutions having the major responsibility for the rearing and educating of the child come to a common understanding of the objectives to be attained and the basic principles of method to be followed if the educative process is to be properly directed. To accomplish this, mutual understandings of the divergent viewpoints of the home and of the school are necessary.

The Parent-Teacher Association is one of the principal media through which such an esprit de corps may be fostered, and is the organization at hand through which a constructive program of child welfare may be organized and developed.

Recognizing this fact, many teacher-training institutions are including in courses in education materials suitable to give the prospective teacher a background of knowledge of the objectives, organization, functions, and possibilities of the Parent-Teacher Association.

At San Francisco State Teachers College we believe that teachers must not only have the knowledge previously outlined, but must be trained, as well, to co-operate actively in the program of the organization, and be prepared to assume positions of leadership when occasion dictates. To prepare the student-teacher for such active service, the following training program has been developed:

STUDENTS seeking the elementary or kindergarten credential are required amongst other teaching assignments to teach one semester of 18 weeks in the Frederic Burk School, which is the training school of the college. During this teaching section, the cadet, under expert supervision, assumes the complete responsibility for the total teaching program of the class to which he has been assigned. In other words, he is the teacher of the class just as actually as if he were a public school teacher; and, as the public school teacher, he finds that

parent-teacher relationship is an important part of his task. His experience in working with parents for the welfare of the child is gained in a number of ways, but principally through participation in the activities of the Frederic Burk unit of the Parent-Teacher Association of which he is an integral part; being the teacher in the parent-teacher combination.

During the past fall, the student-teachers entered the activities of the Parent-Teacher Association in the following ways:

First. All cadet teachers met with the local unit at its monthly meetings. The student-teachers were encouraged to take an active part in the business meetings and in any discussions which might arise from the floor. Cadets teaching at the various grade levels took turns in acting as hosts and hostesses at these meetings.

Second. The cadet teachers attended the five meetings of a course in child development given by Dr. Gertrude Laws under the auspices of the Second District, which met at our college. Cadets and parents entered actively into the open discussion which Dr. Laws invited. A healthful understanding of the problems of child development as viewed from a number of different angles resulted.

Third. Through a committee organization all 90 cadet-teachers were brought into close working relationship with the parents in carrying out the various functions of the local unit. For this purpose, a major steering committee was elected by the student-teacher group. One student representative from each grade level served on this committee. The president and such other officers of the Frederic Burk Parent-Teacher Association executive cabinet as were needed to help conduct the business under discussion met with the steering committee. Matters of general policy and of organization were considered and planned at these meetings. Sub-committees composed of student-teachers and parents were appointed to carry out the dictates of this body.

Our Successful Activities

Among the activities successfully undertaken were: (1) The planning, developing and giving of an operetta written and presented by the children of the school for philanthropic purposes; (2) the making of posters for the various Parent-Teacher Association activities; (3) the keeping of the publicity book; (4) assisting in the membership drive; and (5) organizing host and hostess committees, whose duties were to meet and seat parents as they arrived at the meetings, to serve refreshments, and to conduct the social hour in such a way that all attending the meetings would feel at home and have the opportunity of meeting other members.

Important Announcement

PROGRESSIVE EDUCATION announces for March, 1935, a Special Number on "Minority Groups and Education."

Two main problems will be discussed: the preservation of National and Racial Cultures, and the spread of better understanding between Majority and Minority Groups. These articles appearing in PROGRESSIVE EDUCATION for March are written for the most part by classroom teachers, writing from practical teaching experience rather than from theoretical viewpoints.

The spread of articles covers Mexican Culture in the United States, Negro children and Race Culture, American Indian Groups, and Mixed Groups. Problems from all different sections of the country and on all educational levels from the early elementary grades through the secondary school are considered.

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The faculty of the college anticipates that through the actual participation in such activities before graduation, the students will not only know how to carry on the affairs of the association, but will be motivated to further the work of this organization when they have been graduated and are serving in the schools of the State.

* * *

San Diego Credit Union

WILLIAM P. DUNLEVY, president of San Diego Teachers Credit Union, member of the Board of Directors of California Teachers Association, teacher in the Mathematics Department of San Diego High School, has reported the noteworthy progress of the San Diego Teachers Credit Union during the 62 months of its existence.

Its assets have risen from nothing to \$62,000.

The total losses have been \$59; less than \$1 a month.

The total loans aggregate \$192,000.

The dividends, for a four-year period beginning at the expiration of the second year of the Union, were 6% for two years and 5% for the past two years.

The Union now has a membership of 275 members.

It is flourishing and is financially sound.

The Counselor and Workers Education

DR. ROBERT LOCKE COOKE, *Crockett*

IT would be interesting to undertake an inquiry among the educational counselors of our national school system as to how many of our leaders and lay workers have more than dimly heard of "Workers Education," or know what it signifies.

A search of current educational literature in this country fails to reveal a clear recognition on the part of those concerned with public education and particularly with the vocational training and guidance of our youth, that such a movement exists in the United States. It would seem manifestly absurd for a counselor to attempt to make vocational and educational adjustments for the son of a mechanic, let us say, and at the same time be ignorant of the fact that the father of the boy may be imbuing his son all the while with an earnest if not contemptuous disapproval of the whole present school system.

On the other hand, an equally diligent search through the considerable body of literature put forth by the American proponents of the workers' education movement, fails just as emphatically to show an attempt at rapport from that direction. For instance, in scarcely one of the many books and articles written by those in this labor field, is there other than a casual or slighting reference, if any, to the Smith-Hughes Act, or to the nationwide system of federal aid to schools established thereby. And this in the face of the fact that, as we shall see, labor itself claims credit for a very large share in the inauguration of that same law. Can it be that a movement bearing a title that is so suggestive of all that is implied in vocational education, and indeed should be in all education, has nothing in common with these latter—that no union between them is possible—that neither can profit by a better acquaintance with the purpose and accomplishments of the other?

Before answering these questions, it is desirable to define if possible just what is meant by workers' education. It will be quickly noticed that this movement is not synonymous with industrial education either as to purpose, origin, or development. In our definition it is probably fairer to use the words of the proponents themselves. Its rise was due to

"an emergence among the rank and file of the working-class world of a conviction that educa-

tion may be used as an instrument of social emancipation, and a determination to build up, both through **and in addition to** the ordinary machinery of public education, an educational movement which is stamped with their own ideals and the expression of their own experience."¹

It is defined by one writer as "an attempt by the grown-ups in the trade union, consumers' co-operative, cultural and political labor movements, including some mixed groups, to help their fellow workers and children 'grow up,' i.e., to know social reality, strengthen the courage to face it mutually, stimulate the collective will to change reality if necessary, and to become more socialized human beings."²

Does this imply the desire for a second and parallel system of education in America? So it would seem, for the same writer also speaks of "the necessity of workers' schools to study particular types of experience under their own initiative and control."³

Historical

It should first be noted that labor claims for itself the honor of inaugurating in the United States our present public school system. One writer makes the statement:

"The manual toilers are proud of the fact that the free public school system of the United States is an original American product. They also take justifiable pride in the fact that their early trade unions were among the first organized forces in the land not only to propose but also actively to promote the free public school system."⁴

Another authority, after sketching the history of the Working Mens Party (organized about 1828), and its struggles for political, economic and educational freedom, continues:

"The Working Mens Party never wavered till its point was won. The inexperience of leaders led to ultimate defeat on other issues. The only demand which secured effective action was for free, tax-supported schools. And in Pennsylvania, as a result, public education free from the taint of charity, dates from 1836: in New York, from 1832."⁵

To this should be added:

"The first public school in the country was organized at the behest of Boston working people, organized workers, in fact."⁶

Commons says on this point:

"Free schools supported by taxes were the first demand of enfranchised labor.... The vitality of the movement for tax-supported schools was derived not from humanitarian leaders, but from the growing class of wage-earners."⁷

So it would not be overstating the case to say: "Organized labor claims, unequivocally, credit

for the introduction of the public school system"⁸ of America.

Moreover hardly a writer on the subject fails to add a statement of which the following is typical:

"since that time (the establishment of public schools) the labor movement in the United States... in season and out, has fought staunchly for the general advancement of that democratic institution, the common school system."⁹

John Dewey himself amply confirmed this claim when he said, speaking of the educational record of the American Federation of Labor,

"A few years ago I went over a good many of the documents in that field and I say without any fear of contradiction that there is no organization in the United States—I do not care what its nature is—that has such a fine record in the program of liberal progressive education."¹⁰

Perhaps the two quotations immediately following illustrate what Dewey had in mind. The American Federation of Labor in its first convention in 1881 took the stand:

"We are in favor of the passage of such legislative enactments as will enforce, by compulsion, the education of children; if the state has the right to exact certain compliance with its demands, then it is also the duty of the state to educate its people to the proper understanding of such demands."¹¹

Henry Sterling, Labor Representative of the A. F. of L., said before the National Education Association:

"We propose to co-operate to the fullest extent of our power and influence with you and all others who will co-operate in impressing more fully upon the public mind the vital need of full education for all the children of the Republic."¹² Also a later Annual Convention declared for "a wider use of the (public) school plant."¹³

Naturally the whole labor group would have a deep and consistent interest in the "manual training" movement in all of its ramifications as it developed from the utopian attempts following 1825 of Robert Owen and Wm. McClure and their followers, the philanthropic foundations such as that of Peter Cooper in 1859, and the training introduced into the public school itself following the Centennial Exhibition of 1876. But the outcome did not satisfy the need, and, by the year 1912 the A. F. of L. was ready to declare that "the trade unions have been waiting in vain for 25 years for the manual-training schools to furnish recruits to the 'depleted ranks' of skilled labor."¹⁴

A HOPEFUL substitute however had by this time appeared in the form of the privately-endowed trade schools of the nation, and the Federation went on to say: "We believe that the education of workers in trade or industry is a public necessity, and that it should not

be a private but a public function, conducted by the public and the expense involved at public cost."¹⁵

In the face of such a declaration it was only logical that labor should have a very prominent part in the drafting and carrying through to successful passage of the vocational education measure known as the Smith-Hughes Act.¹⁶ The phenomenal growth in the number of schools almost immediately accepting federal aid thereunder also attested the popularity of the idea with all groups, including of course that of labor.

But in spite of the loyal support which the more orthodox members of the workingmen, such as the A. F. of L., gave to the public school idea, there were rumblings of discontent even from the first.

"For it was obvious to the observing both within and without the labor movement that the public school, do what it would, was unable to meet the needs of the working class as fast as industrial development brought them into being. Moreover, the public school was recognized by most people as public; an institution where the interests of the group were merged, quite properly, with those of the community and nation. As such, could it be called upon to educate men for one trade or profession and not for another? Could it be expected to train individuals for any one side of an economic or political controversy."¹⁷

Another writer speaking of the "simple faith (of workers) in public general education" said in 1925:

"Their faith has been as constant as their hope has been deferred... The establishment of a general, but qualitatively very unequal, public school system throughout the states of the nation was the most lasting, the most significant, the most hopeful and the most disillusioning... Education has been a false Messiah... Within the last decade American labor has ceased to rely upon general public education."¹⁸

And Harry Overstreet said: "Labor is undertaking to educate **itself**. It is refusing to have education handed out to it by those who neither understand nor sympathize with its problems and points of view."¹⁹

Out from this dissent grew Workers Education.

Woman's Part

Although a school for the workers was organized in New York in 1899 by three college professors, and in the same year lectures for workingmen were inaugurated by John Davidson for what came to be known as the "Breadwinners' College," probably the first clearcut case of classes in education exclusively by and for workers will have to be credited to the women workers of America. As the "culmina-

tion of a long series of efforts begun in the eighties," the National Womens Trade Union League was formed in Boston in 1903, and it "proposed to organize all female workers into unions, then to secure equal citizenship for women, an eight-hour day, equal pay for equal work, and a living wage."²⁰ But it found the supply of necessary women organizers so limited, that "the League therefore undertook a campaign of instruction which soon took the form of Workers Education." In Chicago in 1911 the League "offered instruction to foreign-born working women in which English and trade unionism were taught at the same time."²¹

"The first labor school to give a full year's training and field work to its students" was the Training School for Women Labor Leaders established by the League in Chicago in 1913 under the leadership of Mrs. Raymond Robins. That it fulfilled its primary purpose was evidenced by the fact that most of the graduates took "a very active and prominent part in the different women's trade union organizations."²²

Another pioneering group among the women was the International Ladies Garment Workers Union. In 1915 its New York local "organized its own educational activities and concentrated them in a public school building under the name of 'Unity Centers.' The work was started in co-operation with the New York Board of Education."²³ By 1924 the number of these Centers had increased to twelve in ten cities. The school department conducted classes in English, literature, art and music, while the Union gave work in Trade Unionism and economics. In addition to an extension division, mostly offering lectures of a popular type, the Union established a "Workers University" in which courses of a more advanced nature were offered under the leadership of teachers who were specialists in their fields.

Further Growth

Beginning immediately after the World War, education by and for the workers underwent a marvelous expansion, so much so that one writer could say

"Since every class destined for power must in great measure develop its own educational institutions, the thoughtful will rejoice that though in its infancy the Workers Education movement has achieved respectable proportions. Resident labor colleges, summer schools, educational institutes and conferences, night classes, the labor press, the guilds, institutes and educational groups of the mothers, wives and daughters of the working class... thus a new educational, recreational, cultural system is coming painfully and slowly to birth."²⁴

To give some idea of the situation at this time, a few of the institutions should be sketched:

A strictly professional school with the specific aim of training organizers, statisticians, journalists and educational workers for the labor movement, is Brookwood, a resident workers college in New York state. Founded in 1921 through a conference of labor officials and labor educators, it offers a two year course, and is controlled jointly by students and teachers. It has of recent years lacked the support of the American Federation of Labor, on account of its professed radical tinge, but it has always exercised a strong influence in the educational circles of labor, through the training of leaders, the holding of summer sessions, labor conventions, etc.

THE Rand School of Social Science in New York has not been mentioned before, although started in 1906, because it is "an avowedly socialist institution,"²⁵ and its lack of influence on Workers Education "is but another indication of the indifference, if not antipathy, of the American worker for socialist philosophy."²⁶

The Trade Union College of Boston was opened in 1919, and was "the first college in America to be established by the entire central labor body of any city,"²⁷ and it admits "all wage workers on equal terms" regardless of union affiliation.

In the same year the Trade Union College of Washington, D. C., was started, but it restricts its membership to those from local unions affiliated with the American Federation of Labor. Also in that year or the following, workers colleges were started in Seattle, in Rochester, Baltimore, Pittsburgh and Philadelphia; by 1929 there were reported 8 separate institutions in New York and 36 more in outside cities.²⁸ We should also not fail to mention the United Labor Education Committee, resulting from the affiliation of thirty labor organizations, which has specialized in "mass education," i. e., lectures, classes for the general membership, forums, recreation centers, etc. Also, "the Amalgamated Clothing Workers of America has had a leading part in workers education since its birth," and has been responsible for the initiation of work in several of the cities named above. A summer school for women workers in industry is held annually in Bryn Mawr, and gives instruction listed as industrial, social and cultural. In addition summer schools have been held in Amherst and other institutions.

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Recent Developments

It was only natural that many of the manifestations of labor education, developed during a wave of enthusiasm, should assume forms impossible of accomplishment. Much of it, said Martin, was "little more than a recrudescence of antiquated radical propaganda, designed to enable the proletariat to 'emancipate itself from the slavery of capitalism,' and to get it 'ready for a millennial industrial democracy.' The initiative often comes not from studious minded workers, but from enthusiastic intellectuals and idealistic uplifters. The cultural gesture is often pathetic or comic."²⁹ It is not a matter of wonderment that truly satisfactory teachers were hard to obtain, that the enthusiasm which for a time expressed itself in an attendance at classes and lectures ranging in the hundred thousands should later be reduced, and that the dream of a second and parallel system of education, duplicating that of the "capitalistic" public school should prove infeasible. But it seems hardly fair for Kallen to put it:

"Now the tumult and the shouting are dead. The excitement about labor education has subsided. . . . A good many of the classes and colleges have faded from the scene; others are skeletons; one international union has given up labor education as a union activity."³⁰

Perhaps Kerchen has expressed it better:

"In the early beginnings of workers education here in the United States nothing short of a **new day for labor** was proclaimed by its advocates. Workers' education was a new education, a new weapon for labor to release it from bondage. It was a herald of a new order, a new freedom, and maybe a "New Deal." But of course the more mature and the more experienced in the field of labor knew that these early fancies were "such stuff as dreams are made of." They knew that human limitations would not permit any such radical transformation."³¹

NOTHING has been said so far, either of the largely unsuccessful attempts of the workers to develop their own system of trade and industrial education (one report states: "It is to be noted that during this past year there was no demand for vocational classes of any nature. This is to be commended, not that labor is opposed to vocational education, but that it is becoming obvious that vocational education is not workers' education and forms no part of workers' education in these United States or elsewhere."³²) Nor have we spoken of the efforts to bring children and adolescents into the fold, although Hansome tells of the Pioneer Youth in America, an organization founded in 1924 and "sponsored and supported by progres-

sive labor unions, individuals, parents and educators," and the Manumit Associates, "an organization of trade-unionists, progressive educators, and liberal individuals who conduct an experimental school for the children of labor and radicals, workers by hand and brain, at Pawling, New York."³³ At this time there seems to be a fairly general though reluctant recognition that for the present at least labor must confine itself to education for adults, keeping clear however the distinction between what is now called adult education with its "civic" aims and workers' education with its class mission. But that which now remains of the movement is surely significant; it is potent for good or ill just to the degree that the educational forces now in charge of our American school system heed the object lessons so recently unfolded before their eyes.

It is only natural too, that a group which contains elements ranging from the extremest of radicalism to the smuggest of conservatism should not for long be able fully to satisfy both left and right wings. Mention has already been made of the fact that the American Federation of Labor was in much heartier accord with the public school system and its industrial training efforts than were many of the more radical elements of the labor group, and this same more conservative policy has continued throughout its history, much to the disgust of the less orthodox.

When in 1921 the Workers Education Bureau was established as a "central agency which would co-ordinate the various attempts (in labor education), define the aims and objects, stimulate the undertakings and in general guide them in their work by pooling their combined experiences," that which started out as the choicest fruit of the workers' education movement was in 1924 subsidized by the A. F. of L. through an annual subvention, and it has since been held down to the status of a minor department in that organization. Kallen says on this point:

"Initiated as a voluntary association of all the labor schools, those maintained by unions unaffiliated with the American Federation of Labor withdrew from it when it accepted the Federation's sanction on the condition that it accept also the Federation's rule."³⁵

Conclusions

In the light of the seemingly contradictory evidence just offered as to the real status and importance of workers' education, let us not forget a few fundamental considerations of primary significance. First, we can not make numbers the test of its strength. Although the goal of many leaders has been mass education,

(Please turn to Page 46)

Platoon Schools Reduce Absences

SALINAS (California) school children are healthier under the platoon school system than they were under the conventional school plan as used three years ago. A study just completed by Superintendent R. D. Case of the Salinas City Schools shows that during the first three months of 1934 in platoon schools the absences were only half as many as in the same months of 1931 in traditional schools.

Although studies of comparative health conditions have been made throughout the United States where the platoon system has been used and with reports in favor of the platoon plan, this is the first comparison that has been made in Salinas.

The study in Salinas was made of one class each of fourth, fifth, and sixth grades in both the Roosevelt and Lincoln Schools. This included six classes and a total of 163 pupils, all of whom have been in the Salinas schools through the entire three years. The total days absent of this group of pupils for September, October, and November of 1931 was 513 days, while during the same months of 1934 the days absent dropped to 271, a reduction in days absent of 244, or over 47%. During the three months of 1931, of the 163 pupils, the average number absent daily was 9, while in 1934 this dropped to 4%.

Since the personnel of the pupils in this study is identical for 1931 and 1934, and since no epidemic visited the schools during 1931 to cause more absences than in 1934, it might be concluded that the platoon system is conducive to better health conditions than is the conventional school.

The reasons for this might be that the pupils enjoy more physical activity, have their play and physical education activities better supervised by trained physical education directors, and through passing from room to room breathe more fresh air in the outdoors during the school day, and work and study in rooms that are better aired than was the case in the traditional school. Whatever the reasons, Salinas parents are glad to note the large reduction of days absent.

* * *

CLINTON C. TRILLINGHAM, Doctor of Education, University of Southern California, is author of "The Organization and Administration of Curriculum Programs." This is a Southern California Education Monograph; 200 pages, attractively bound. Dr. Trillingham analyzes the problem and lucidly presents its several aspects.

* * *

Famous Paintings and Their Stories, by Marie Schubert, published by Grosset and Dunlap, includes 10 large, full-color plates and 60 smaller pictures in black and white.



CCC camps are now more numerous in the U.S. than colleges and universities—1640 to 1466.

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"THERE is less than 13 miles difference between the highest point of land in the world (Mt. Everest, 5½ miles above sea level) and the deepest point in the ocean (a spot midway between the Philippine Islands and Japan, 7 miles deep)"—from **USEFUL SCIENCE FOR HIGH SCHOOL**, by Weed, Rexford, and Carroll. If you have not yet examined this book, which has been called "the most interesting and best illustrated general science," send for full information.

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(Continued from Page 44)

and their success in this line has been considerable, a growing body of them has long felt with the pioneers in the crusade that the training of leaders was the prime consideration, and they agree with Scott Nearing that "if in the United States we can find twenty-five people a year capable of intensive training, Workers Education has justified itself."³⁶

Second, the worker feels that the training given must be of a type peculiarly fitted to himself, that he may be made to "understand the nature and the purpose of industrial society, in which he as a wage earner must, for better or for worse, work, toil, struggle, live and die." Third, it is increasingly true that because of the efforts which have been put forth by the worker in the past in behalf of his own education, "the present stage of workers' education in America is essentially a new workers' interest... in all forms of public education."³⁷

FINALLY, it is plainly evident that the public school system has not, according to the matured and irrevocably held convictions of the worker himself, satisfied the felt need of what is after all by far the greater part of our school population. Witness:

"It is unreasonable... to expect the teachers in the lower and higher schools to understand or admit the special educational needs of the workers as a class. The nearest approach to such an understanding has occurred in vocational education with well recognized results. Here the recognition of the special educational needs of the workers as an economic class is so complete that the curriculum fails to consider the possibility of removal from that class.... The public schools fail to grasp the idea that true education means first training to earn a living; second, preparation for promotion; finally, and more important, instruction in the possibilities and methods of participation of all workers in the management and forming of financial policies of the industries in which they work."³⁸ In brief, the worker wants "not education for culture but education for control!"

Is there nothing then that the public school can do, but stand aside and watch, sympathetically it may be, the efforts of the workers of the world to become "more socialized human beings"—efforts sometimes blundering, sometimes "pathetic or comic," but always purposeful, always headed toward an ideal, always, no matter how poor a thing, their very own?

An answer, it seems to me, has been found by the State of California. A unique venture, now by the passing of the years far removed from the experimental stage, has been worked out there which has implications deep and far-reaching. To sketch it briefly: In 1924, after

several years of preliminary planning and negotiation the Extension Division of the University of California and the State Federation of Labor made arrangements whereby a Department of Labor Education was established under the direction of a joint committee of nine. The constitution of this committee should be particularly noted—four from the University and five from the State Federation, thus giving labor the control. This point, insisted upon by the A. F. of L. before its official sanction and encouragement could be offered, is a vital one, since it proves the good faith of the public school representatives, and satisfies the demand of the worker that he control his own educational destiny.

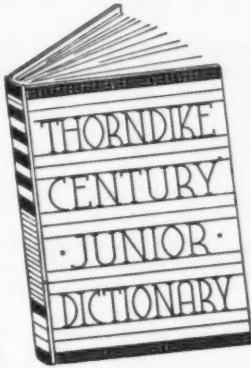
A full-time organizer and director, himself a unique combination of a union man in good standing and a former vocational director for a city school system, is employed by this joint committee, with additional instructors, of the workers' own choosing, as needed.

Beginning with an initial enrolment of 269 in five classes, and increasing in four years to 490 student workers in sixteen classes scattered throughout the State, the Department continues to the present day with lecture courses, summer schools, forums, etc. And always one is struck by the arresting fact that not once throughout the years has there been expressed any disapproval of any kind from the direction either of the unions or of the employers of labor, or from public school officials—but rather, heartiest co-operation when the opportunity has been presented.³⁹ This fact, coupled with the enthusiasm which the instruction itself arouses on the part of the workers participating, seems to offer to the educational world demonstration of what the worker really wants and what part the public school can play in satisfying that want.

IN conclusion, we should realize that while under the stress of unfavorable conditions the national movement has for the present perhaps gone into partial eclipse, the felt grievances which caused it have apparently only been strengthened and made more bitter by the present pass in which Labor finds itself. Is not, then, the educational counselor remiss who fails to see in this movement implications of great significance to himself and those to whom he ministers? Whatever may be his educational philosophy, must not his thinking take into account this feeling of dissent, this striving toward something not satisfied by our present system? Surely we must yet go forward to a school system which truly and in absolute sin-

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cerity is for all the children of all the people, a system in which "schools and industry will dovetail; neither employer, laborer or educator will dominate."

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* * *

A Successful High School Debate

FILLING the auditorium for a school debate was the achievement of members of the debate squad of Kern County Union High School, Bakersfield. Ten cents admission was charged. It wasn't simply because the two varsity speakers were good enough to win—as they did—but because students were made to feel that the question was of more than usual interest to everyone.

This was accomplished by displaying attractively worded posters on the subject of old-age pensions. These posters were about two by three feet in size, hand-printed in black on white card-board. Here are some of the sayings that those who run would read and not be likely to forget:

"What's to become of us when we are old and gray? Will you spend your old age in the poor-house? Are you saving your pennies for your old age? Shall we support our old folks? If we support our old folks, who will support us?"

Interest was further aroused by a mimeographed sheet sent a day or two before to all teachers in the period when the debate was to occur, in which some of the main points likely to be brought out, were read to classes. Wiley K. Peterson is instructor and debate coach.

* * *

California Alumni to Orient

TO foster international goodwill in the Pacific area and as a part of the educational program of the California Alumni Association, a group of graduates and former students of the University of California will embark on April 5 on a three months cruise of the Orient, under the direction of Bruce Thomas, a member of the class of 1929.

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The best book you have ever produced. It is valuable for either high school or college student.

Every business college student should have this book. It is the most interesting text I have ever used.

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These are just a few comments recently received from Secretarial Practice teachers. Names and addresses will be supplied on request.

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Pupil Transportation in Petaluma High School

W. B. HAWTHORNE, *Department of Auto Mechanics,
In Charge of Transportation*

THE operation of a group of school buses for pupil transportation such as that of the Petaluma High School district, presents some interesting problems. The work performed is of such a nature as to provide a contrast to that of other automotive equipment.

At present our fleet consists of seven buses and three passenger cars. The capacities range from 35 to 60 passengers. The work performed is as follows:

1. The 35-passenger buses are used in the districts that are sparsely populated.
2. The 42-passenger buses are used in the more densely populated districts.
3. The 60-passenger bus (we have only one of this type) is used in the thickly populated districts.
4. The passenger cars are used by the drivers to take them from school to the places where the different buses are stored.

These buses are all fitted with regulation school bus bodies that have been passed by the California Highway Patrol and are of the cross-seat type, all passengers facing forward.

The 35-passenger models were purchased in 1930 and have traveled over 30,000 miles apiece. The 42-passenger models were purchased in 1931 and 1932. They have a higher percentage of steel in their construction and shatterproof glass all around. These buses have traveled from 18,000 to 25,000 miles each. The 60-passenger bus was purchased in 1933 and has traveled about 10,000 miles.

Our high and junior high schools are located about 500 feet apart with a street between in which our buses wait for classes to be dismissed. Immediately after dismissal all buses leave on their first trips to the districts closest to school. These trips take from 25 to 30 minutes. The buses then return to the schools and the pupils on final trips are taken home. At the end of the run the bus is left in a storage shed until the next morning. The driver has the passenger car at this shed and returns to the school in the passenger car, picking up another driver that has left his bus at a similar shed.

In the morning this is reversed, the drivers reporting to the school for the passenger cars and then driving to the end of the run where their buses are stored.

By operating under this plan the number of miles run by the buses is reduced considerably, thereby cutting the cost of operation.

The buses are kept in a regular shop while at school and all repairs are taken care of by a competent mechanic who is on regular salary and who is also a bus driver. Boys in the auto mechanics shop of the school act as helpers to this mechanic. It is a part of their training to get at least two weeks in the bus room. At this time the boy is taught the importance of lubrication as the bus is thoroughly greased every week. The value of this training is proved by the fact that the present mechanic is a graduate of this auto mechanics department.

All painting is done in our own shops by the mechanic in charge. Floors are painted twice a year. Tops are painted with a preservative once a year. The bodies and running gears are painted by the spray gun process. This year all buses were repainted to conform with the State Board regulations. This standard chrome yellow is easily obtained and a supply is always kept on hand for touch-up purposes. Any chipping off of paint or rusting through is touched up as soon as it is noticed.

Accordingly, the oldest as well as the latest bus is kept in the very best of condition. Children like to ride in buses that make a fine appearance. Parents are proud to have their children taken to school in buses that are attractive in appearance and that are strong and safe in every respect. Every driver has to pass a special test as to his qualifications to handle a bus. The Board of Education sets high moral and health standards for each driver to insure the utmost protection for all of our children.

What better advertisement could we devise for our community than this large system of buses which is under the strictest oversight of the faculty, manned by capable and conscientious drivers, and kept in constant repair so as to present an inviting appearance for all who are considering sending their children to school? Petaluma considers it as a constant appeal to all good people to uphold a fine system of free public schools.

This system is the result of many years of improvement on the part of the author, who

has been in charge of transportation and the auto mechanics department since 1923.

Our bus runs cover a territory extending from 17 miles east to 16 miles west of Petaluma. Our schedules are maintained with accuracy. During the last two years we have not had a bus late for any reason. Six buses are used on the regular runs and one bus is held in reserve.

Records are kept on regular forms. The daily record made out by the bus drivers and kept on file tells the condition of the equipment. Next is a work order which must be made out before any work is started. No verbal order is accepted for work as there is the possibility of the driver thinking he gave an order or of the mechanic forgetting.

The State Highway Patrol checks on our equipment every few months. The rating has been 100% since the check-up was first made, as we do not ask for any exemptions. It is better to meet all requirements, as safety is the keynote of this system. In line with this, all the equipment used for pupil transportation has been equipped with booster brakes. Tires are never allowed to run down to a point where they are dangerous. They are traded in so that we have the safety of a new tire and the non-skid feature.

An average of 510 pupils are transported to school each day, and an equal number returned in the afternoon.

A cost analysis is kept in which the following items are taken into consideration: Passenger capacity, interest, depreciation on a 10-year basis, drivers salary, gasoline, oil and grease, cost of tires, maintenance cost (including labor, parts and paint), insurance, rent on bus sheds, and cost of operating drivers cars.

All buses are equipped with high-speed rear axles and four-speed transmissions. This gives economy of operation as the majority of our runs are on highways. The lighter buses are used on the dirt roads.

All this is in contrast to our system of ten years ago when we had eight buses in operation covering a smaller territory and transporting about 320 students. At that time 25 passengers were considered a maximum. We have been able to extend our runs and increase our loads because of the road improvements. Ten years ago 50% of our runs were on dirt road; now about 90% are on highways. The total daily average of all buses is 301 miles, and on the passenger equipment the distance covered each day is 82 miles.

As these are all what we could call productive miles, in that the buses are never run empty, our

cost per mile is very low, when it is taken into consideration that the buses are used but four hours a day.

All buses are equipped with dual tires in the rear. Bus balloon tires are used for easy riding and better traction.

In conclusion will say that no one size of bus covers all needs, although the 42-passenger has proved very economical in this system.

* * *

Bay Section Honor Schools

100% schools in California Teachers Association for the year 1935; from January 5 to February 5, 1935, in addition to previous lists.

Contra Costa County: Alamo, Ambrose, Avon, Bradford, Briones Valley, Canyon, Excelsior, Iron House Union, Jersey, Liberty, Mount Diablo, Pittsburg—Intermediate and Primary; Pleasant Hill, Port Costa, San Ramon, Selby, Sheldon, Summit, Sunshine Camp, Tassajara, Vasco, Vine Hill, San Ramon Union High School.

Lake County: Burns Valley, Cobb Valley, East Lake, Kelseyville, Lower Lake, Middletown Union, Mountain, Clear Lake Union High School.

Napa County: Atlas Peak, Capell, Crystal Springs, Liberty, Olive, Calistoga Joint Union High School.

San Joaquin County: Banta, Collegeville, Tracy—Central, South and West Park, Van Allen, Washington.

San Mateo County: Burlingame—Pershing, Jefferson, Woodrow Wilson; Millbrae—Lomita Park; Rockaway Beach, Half Moon Bay Elementary, Higgins.

Santa Clara County: Jefferson Union Elementary.

Solano County: Allendale, Browns Valley, Canright, Center, Cooper, Curry, Dover, Elmira, Fairfield Elementary, Falls, Flosden, Gomer, Grant, Green Valley, Maine Prairie, Oakdale, Olive, Owen, Peaceful Glen, Pleasants Valley, Rhine, Rockville, Ryer, Suisun, Tremont, Union, Willow Springs, Wolfskill.

Sonoma County: Santa Rosa—Fremont.

Stanislaus County: Newman Elementary—P Street School and Yolo; Patterson—Las Palmas and Northmead.

San Leandro City: Roosevelt School.

Berkeley City: Emerson, Hillside, Jefferson, John Muir, Le Conte, Oxford, University Elementary.

Oakland: Bella Vista, Charles Burckhalter, Anthony Chabot, Clawson, Cleveland, Cole, E. Morris Cox, Crocker Highlands, Dewey, Durant, Edison, Emerson, Franklin, Glenview, Grant, Bret Harte Junior High, Jefferson, Lafayette, Lazear, Lowell Junior High School, Horace Mann, Manzanita, Maxwell Park, Montclair, Parker, Peralta, Piedmont Avenue, Santa Fe, Sequoia, John Swett, Tompkins, Daniel Webster.

University Junior College

THE success of a new venture in collegiate education, that of the University Junior College of The University of Southern California, is revealed in a survey just announced by Dr. Frank C. Touton, vice-president of U. S. C. and director of the Junior College.

Established in September, 1933, the second institution of its kind in the United States, the plan to aid high school graduates whose requirements are below standard university entrance standards, show that: 47.2% of the group who entered in September, 1933, have achieved a satisfactory scholastic record, averaging 1.0 or higher; 45% have fulfilled all conditions for transfer to regular standing including the removal of certain admission shortages, being advanced to regular standing in the college division of the university; 30.2% of the group achieved a scholastic average equal to or exceeding the median score of regular freshmen students.

"We consider the experiment a success from the year's experience," declared Dr. Touton, "when it is recalled that this junior college group consisted of students who had been denied admittance to regular standing in the university, being judged 'poor college risks' because of their previous low scholarship and examination records."

According to the plan as outlined by Dr. Touton, "students not transferred to a college division at the end of their first year on the basis of a full year of "C" average work may continue for a second year in the Junior College, doing advanced college work for which they are prepared, and it seems reasonable to predict that fully three-fourths of the students admitted to and continuing their work in the S. C. Junior College for two full years will have achieved junior standing in the university."

Distinctive features of the U. S. C. Junior College as compared to other institutions, explained by Dr. Touton, include special provision for four classes of students.

"Those who have a limited time to devote to college training constitute one group," he said. "Those who need and wish more than

the usual amount of guidance during the first two years of college include another division. The third, those who do not meet the required entrance credentials, and finally, those who transfer from other collegiate institutions but who do not fulfill the standard requirements.

"ALL classes are limited to 40 students," he continued. "This gives to students more of individual instruction and conference with the regular university teaching staff. The Junior College offers a guidance program for each individual student whose needs are determined first by scholastic aptitude tests.

"Students are required to take a course-curriculum which provides for instruction in American Citizenship and general culture. In addition they are advised by deans and professors on prescribed groups of elective courses. A certain amount of lecture and laboratory work is required in four of five different fields: physics, botany, chemistry, zoology, and geology. The courses in English, History of Civilization, and health education are stressed for background in other work in the School of Letters, Arts, and Sciences.

"Intramural sports offer participation in athletic activities and fraternity and social life are partaken in by Junior College students."

In conclusion, Dr. Touton said, "The success of the first year's operation of the plan proves clearly that many high school graduates previously denied admission to college should be given an opportunity to study college subjects under controlled college conditions, in a college campus environment characterized by encouragement, motivation, and use of effective study methods, before final judgment can be reached as to promise of achievement on the collegiate level."

* * *

School Garden Association

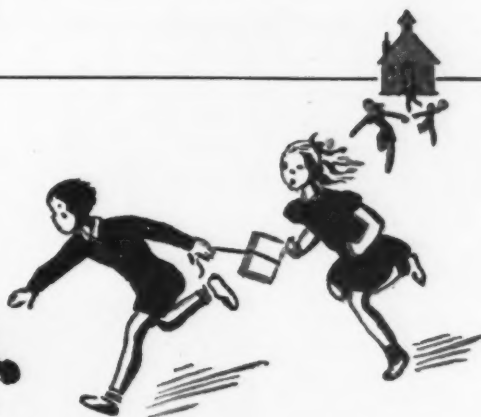
SCHOOL Garden Association of America, which has been actively interested in nature-study in the public schools since 1910, has launched a campaign to bring together into a national organization the Nature-Study and Garden Clubs which exist in the schools of the United States.

A series of leaflets dealing with various kinds of club activity, medals of award, membership pins, and other aids are being prepared. Special assistance will be given in the planning and organizing of new clubs in elementary schools as well as in junior and senior high schools.

California school people who are interested should write to Karl H. Blanch, chairman, High School, East Mauch Chunk, Pa.

California Teachers Association offers placement service at nominal cost to its members. Members seeking placement service should address Earl G. Gridley, 2163 Center Street, Berkeley; phone THornwall 5600; or Fred L. Thurston, 307 Continental Building, Fourth and Spring Streets, Los Angeles; phone TRinity 1558.

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Thorndike-Century Junior Dictionary

By Edward L. Thorndike. 23,281 defined words; 1610 pictures; 970 pages. List price, \$1.32. Scott, Foresman & Company.

UNDER the sponsorship of the noted educational psychologist, E. L. Thorndike, there has appeared a school dictionary that should go far to make the dictionary what it should be but has never yet been, a ready work of reference for children in their reading, writing, and speaking. Professor Thorndike has propounded in the preface and followed in the book the very clear principle that definitions for children must be in childrens language and especially adapted to the childrens background of experience.

The definitions have therefore a refreshing simplicity and directness. They sound like the explanations that a capable teacher would actually give children in the classroom, and follow the well-known rule that definitions for young people must be longer than those for adults, rather than shorter.

In the arrangement of meanings, for instance, they have abandoned the historical arrangement, the oldest meaning first, and instead declare that "For them (the children) the proper principles of arrangement are: literal uses before figurative, general uses before special, common uses before rare, and easily understandable uses before difficult."

They even abandon the familiar arrangement according to parts of speech and give noun, verb,

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adjective, or other meaning, as the case may be, in the arrangement of the most used meanings first regardless of part of speech. This plan at first appears strange to the adult reader accustomed to the traditional method, but Professor Thorndike is no doubt right in declaring it more in accord with the child's needs.

On to Colorado

THE great 1935 round-up of the National Education Association officially scheduled for one short week in July, will, for thousands of teachers, become an all-summer, all-Colorado vacation. For Denver is the heart of the world's great vacation land.

Two national parks are located in Colorado. The Rocky Mountain National Park, of which Estes Park is perhaps the best known spot, is only 90 miles from Denver. A one-day motor trip takes the traveler through Estes Park via magnificent canons, Grand Lake, with its "highest yacht club of the world," and two continental divides.

Seventy-five miles south of Denver is the Colorado Springs region, famous for Pike's Peak and the Garden of the Gods. From Colorado Springs, the motorist may drive by way of scenic Corley highway or Ute Pass to Cripple Creek, the one-time famous mining center of the state.

If a longer motor trip is desired, the convention goer may wish to drive to the Mesa Verde, land of the Aztecs, in southwestern Colorado. Here, the homes of the Cliff Dwellers of 2000 years ago may be entered. The country offers no more magnificent scenery than that which may be seen on the trip to this mesa. The world-famous million-dollar highway is part of the route.

Denver, itself, is only 12 miles from the mountain range. Within easy access of the city, itself, are innumerable trips through rock-walled canons to emerald lakes sparkling on top of the world and to the summits of peaks looking down on the clouds.

BECAUSE the University of Denver is so favorably situated for summer study, especially for teachers attending the N. E. A., special plans are being made to offer an enlarged program of summer school work at the university. Institute meetings, visiting professors of note, and weekend pleasure trips will all be a part of the 1935 summer school program.

The summer school program is so arranged that students enrolled in the summer school of the University of Denver may attend the various meetings of the N. E. A. convention without interfering with their study schedules.

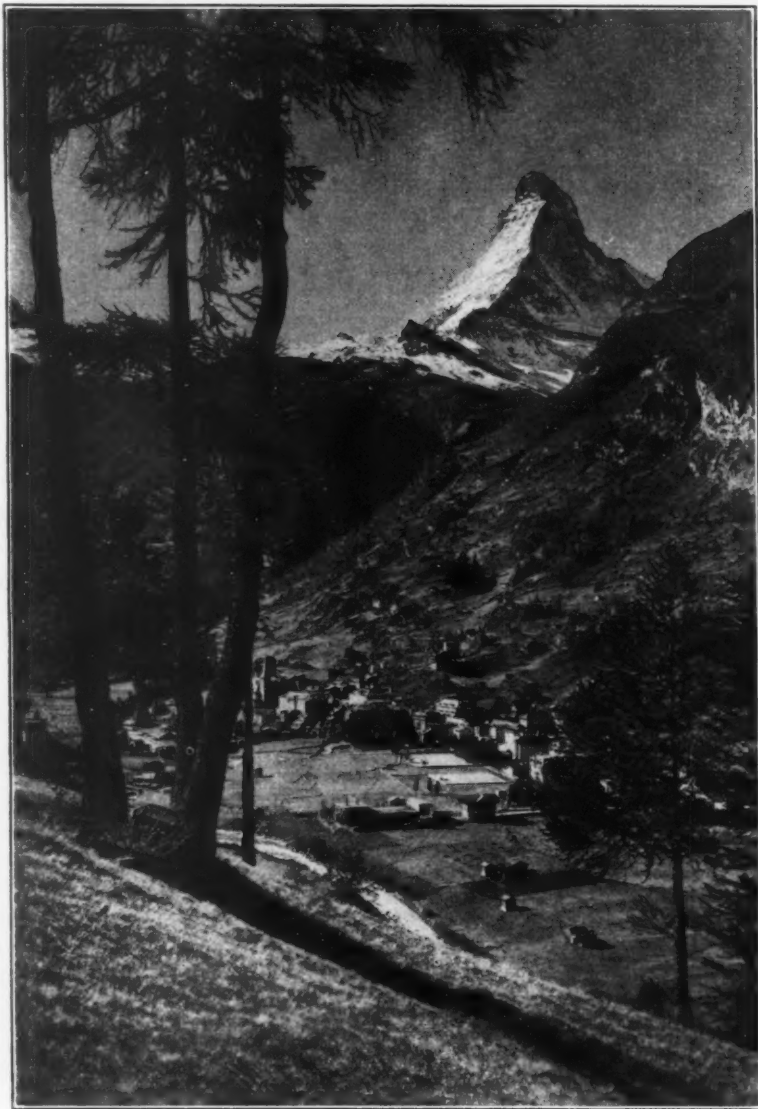


Photo Perren-Barberini

ZERMATT in the Valais, Switzerland. Easily accessible by electric trains from everywhere. A quaint little village reposing in a setting of grandiose scenery, whose climax is reached in the towering pyramid of the Matterhorn. Dramatic ascent to a realm above the clouds by the Gornergrat railway. Many teachers annually visit Switzerland.

Dayllon Company, publishers, Washington, D. C., recently published "Letters to Principal Patterson," being some letters from William H. Patterson, principal for over 40 years, to his son, a young principal in a city school system. This book of 340 pages is a sequel to "Letters from a hard-boiled teacher to his half-baked son" by the same author.

* * *

Leolla B. Riffe, Plumas County superintendent of schools, recently married Clarence R. Schott in New York City. Miss Riffe, a graduate of Chico State College and for four years county superintendent, has recently begun her second term of office. Her husband, also a Chico graduate, teaches music and is band-master at Quincy High School.



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Much of the text has been rewritten in the interests of simplification. The book has been reset in larger, more readable type. Summaries, bibliographies for topical studies, and questions are given at the ends of chapters.

National Honor Society of Secondary Schools has on its national council two Californians prominent in the secondary field.—Louis E. Plummer, principal, Fullerton Union High School and Junior College; Alice Ball Struthers, principal, Thomas Starr King Junior High School, Los Angeles.

School Administration in the Twentieth Century is a Stanford pamphlet and comprises six papers by educational leaders; edited by Professor Jesse B. Sears of Stanford.

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...

National League of Teachers Associations

OFFICERS of National League of Teachers Associations are.—Georgia Bonnevillie Parsons, president, 1801 North Alexandria Avenue, Hollywood; Lulu Mock, secretary-treasurer, Dallas; Lotta B. Fowler, Mid-West vice-president, Milwaukee; Freda Libbee, western vice-president, Seattle; Florence Weschler, eastern vice-president, Erie. Mrs. Parsons, one of the leading school women of Southern California, is nationally known for her progressive work.

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1. Debaters shall employ a clear and deliberate style of speech to the end that the judges, the opponents and the audience may weigh what the speakers are saying.

2. Debaters in stating their primary propositions or issues, the subdivisions of these issues, and, if important, the subdivisions of these subdivisions, shall tell upon what these propositions are based; whether upon common knowledge, upon deductions from known facts, or facts established by them from credible authority, or from direct testimony of authority upon, not the

topic involved, but upon the precise proposition being debated.

3. Propositions which involve matters of expert knowledge shall not be regarded as having any weight unless at least three authorities of high rank be cited on the exact point at issue.

4. Inasmuch as accuracy is the soul of debating, any citation of expert opinion not based upon the exact point under discussion shall be regarded as an offense of the first rank.

5. In debates upon matters of civic, national or world policy, any arguments based upon mere speculation, not upon the temper, character and modes of thought of the group of people affected shall have no argumentative value.

6. In debates upon matters of fact, the probable results of the facts considered, or the possible policies that might grow out of them shall have no weight as argument.

7. The use of dramatic methods shall be construed as a weakness on the part of the team employing them, the inference being declared to be legitimate that the team using such methods are unable to meet the normal intellectual standards of debate.

8. The introduction of loose declamatory or oratorical methods shall definitely stamp the team employing such methods as of low rank in debating.

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Springtime in Yosemite

By JOHN FRENCH ALLEN

IN a place as consistently beautiful as Yosemite National Park it is a difficult task to pick any one time of the year as best. But we who live here in the Valley the year around look forward to Spring as to no other season. Perhaps this is because Spring is the time of waterfalls and, after all, the waterfalls are among Yosemite's greatest attractions.

But Spring brings more than waterfalls to the Park. It brings wildflowers, lush meadows and sun-drenched days of hiking, riding, motoring or just plain leisure. It brings the opening of the country beyond the rim of the Valley where hundreds of miles of trails draw one up into the freedom of the High Sierra. It brings, too, the fascinating experience of an Easter sunrise service famous for its uniqueness.

This year, according to Park rangers, the falls of Yosemite will be larger and finer than ever before. This is explained by the fact that the winter just past brought with it an unusual amount of snow—almost twice the normal average. This, combined with the fact that rainfall and the water content of the snow were also well above average, will mean that both the volume and the duration of the falls will be increased.

Easter services in the Valley over the past four years have attracted nation-wide interest. They have been called the latest sunrise services in the world because the sun does not appear over the mile-high shoulder of Half Dome until quite late in the morning—the time will be 9:15 this year. In fact, it has been the habit of many San Joaquin Valley residents to attend services there and then drive into Yosemite to watch the sun come up a second time.

Services are held at Yosemite's famous Mirror Lake which forms a perfect reflecting pool for the beauties of the surrounding cliffs. A choir of fifty or more voices sings from an island in the middle of the lake while people from all over the country gather on the shores to hear the Easter sermon. The world's statliest cathedral could not form a background more magnificent than this. Sheer cliffs, still etched in snow, bird songs and rippling streams, the rich scent of pine and young grasses and the echoing voices of the choir all form an experience difficult to forget.

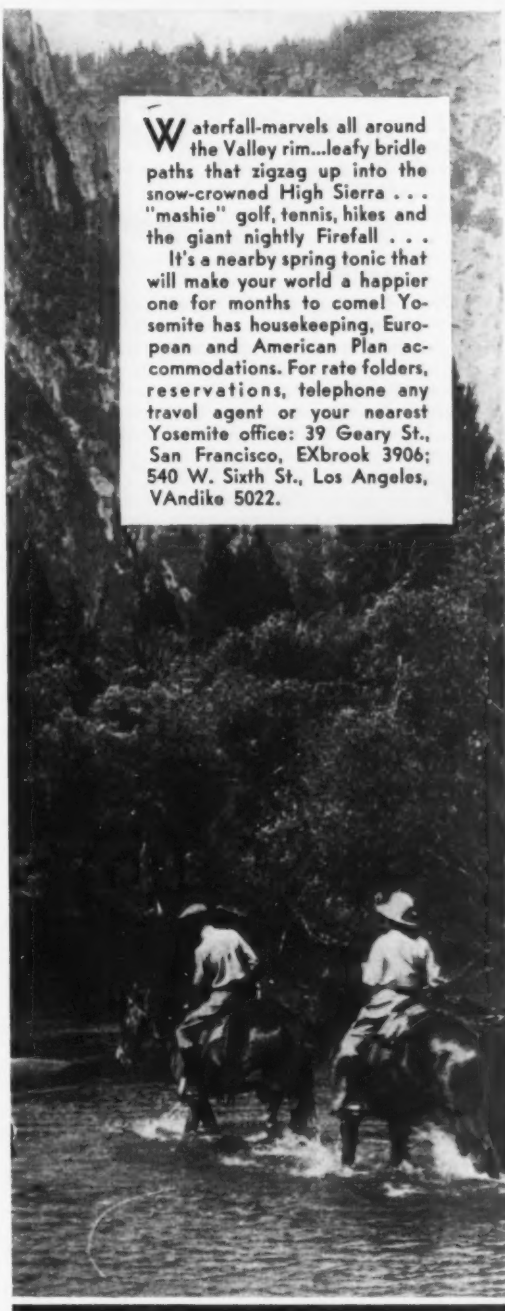
Another treat for the Spring visitor is the precipitous wildflower display which blooms in

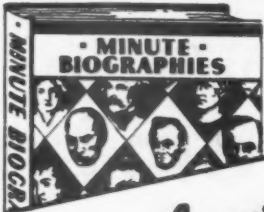
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the Merced Canyon on the All-Year Highway between Merced and the Valley. Steep canyon walls, rising in places to a height of 3,000 feet above the road, are covered with blazing orange poppies to the very top. Slopes nearer the roadside are a riotous medley of color, with baby blue eyes and white popcorn flowers, deep blue and golden brodiaea, lupin and poppy. The magenta colored Judas tree lines the river banks.

In the valley itself every wildflower within the Park has been transplanted to glorious informal gardens. One of these surrounds the reflecting pool in the ground of the Ahwahnee Hotel. The record winter will bring to the wildflower displays, as well as to falls, an unusual beauty and abundance.

The major waterfalls of Yosemite are too well known to need a detailed description. Yosemite, Bridal Veil, Vernal, Nevada—all these are more than familiar. But there are hundreds of other falls, most of them unnamed, which last perhaps a month or less. They lack the power and roar of their bigger brothers but they make up for the lack in beauty and daintiness.

Drive around the Valley in April. You will find thirty or forty falls which you did not know existed. There is, for instance, the little stream which tries to run flippantly down the sober granite face of El Capitan, only to be blown away into spray by the wind. There is the 1600-foot drop of little-known Ribbon Falls, the unusual Staircase Fall and the Sentinel Cascades.

If weather conditions are just right in April it will be possible to see one of the most unusual sights in the world. These are the famous lunar rainbows, seen on moonlight nights in the spray of Yosemite Falls. This impressive phenomenon may be seen less than a dozen times a year and in only two other places on the Globe.

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Summer Orient Tour

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RANDOM thoughts assemble themselves in methodical order and furnish further inspirations—sailing from Portland delightful au revoir to the United States on day-trip down scenic Columbia. Hardest work for many stretching out in a deckchair. Tour escort turns out to be a congenial young fellow. He soon has everybody knowing everybody, passengers and officers alike. Keen competition in deck sports with some surprising new kinds of ship-board activity.

Awe-inspiring entrance to oriental waters, fiery sunset off Japanese coast, vivid golds, reds, purples, Maxfield Parrish blues—sampan magically silhouettes itself in sun's setting semicircle, a flaming background. Lucky, snowcapped Mount Fuji smiles on entering Yokohama Harbor. Thrilling, first ricksha ride (later decision, Japanese rickshas preferred over Chinese as they have pneumatic tires). Introduction to left-hand drive.

Colorful kimono on Japanese women contrast sharply with somber dark gowns of men. Wooden shoes. Quaint shops alongside modern buildings and stores. Japanese candy appears like typewriter erasers—tastes like asbestos. Kyoto interesting ancient capital with shrines, temples galore. At last certain which is "yen" and which is "sen." Kobe's Moto-machi or "shopping street" for rickshas, bicycles and pedestrians only. Line-up of peddlers along the dock as sailing-time nears.

Tiny, Olivegreen Isles

Breathlessly beautiful, the Inland Sea, one of the highlights of entire trip. An oriental thousand islands, steeply sloping, tiny, olive-green isles, many covered with doll-like fishing settlements. This scenery brings to mind work of Japanese artists on fans, trays, screens.

Across Yellow Sea of China, up Yangtze Kiang River and its tributary, the Whangpoo. Two hours wait for favorable tides. The Bund, voted the busiest thoroughfare in Orient. In the stream, countless water craft, from dilapidated junks to glistening battleships. Impressive Sikh policemen with huge, black beards.

Inspiringly-situated Victoria, the city on Island of Hongkong. A ride, mandarin-like, in a sedan-chair to funicular. Steep ride to Peak, summit of Island with a marvelous view. Enjoyable afternoon ride out to Repulse Bay. San Francisco Bay ferryboats would appear gigantic



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About face and heading homeward. Visits to all cities again with more exciting excursions and lots of time for shopping. Even men prove hopelessly unable to resist tempting bargains. A pleasant crossing with a highly-evidenced want-to-go-back-again-soon desire.

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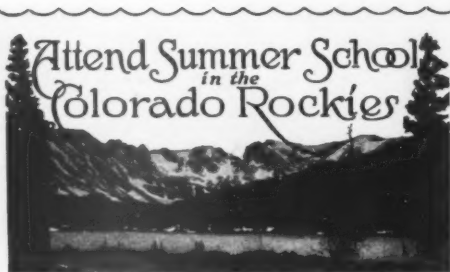
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March 30—California Elementary School Principals regional conference. Monterey.

April 6—California Elementary School Principals regional conference. Arcata.

April 8-13—California Public Schools Week. Sixteenth Annual Observance. Charles Albert Adams, state chairman.

April 13—California Teachers Association Annual Meeting. San Francisco. Palace Hotel.

April 14-17—California Western Music Educators Conference; Pasadena.

April 15, 16, 17—California State Convention, Secondary School Principals. San Francisco.

April 15-19—Easter vacation.

April 24-27—American Physical Education Association; annual convention; Pittsburgh, Pennsylvania.

May 27-31—California Congress of Parents and Teachers; annual convention; San Diego.

June 29-July 5—National Education Association Convention. Denver, Colorado.

August 10-17—World Federation of Education Associations. Biennial convention. Oxford, England.

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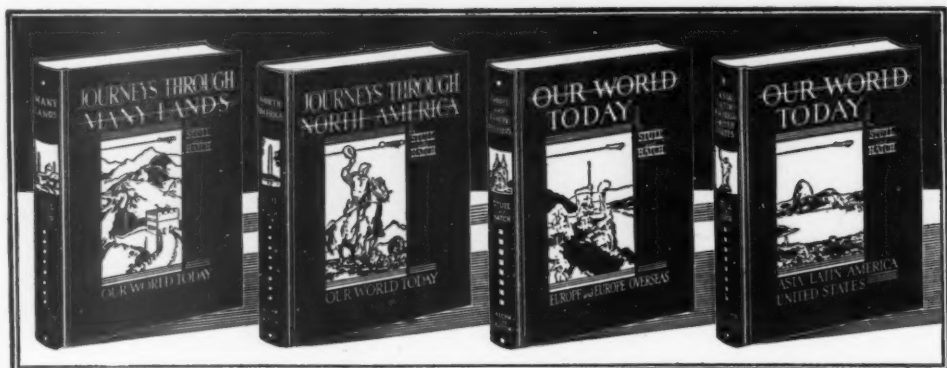
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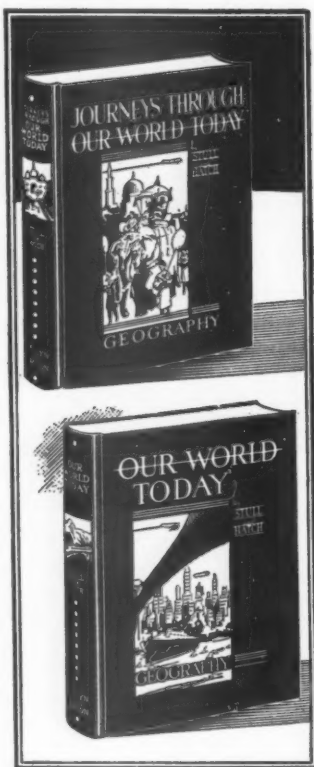
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